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ABSTRACT

This curriculum guide defines social studies as the integrated study of the social sciences and humanities to promote civic competence. A framework for the K-12 social studies program in Alabama's public schools is provided. The curriculum emphasis on civic responsibility will encourage students to become informed, responsible, participating citizens, and enable them to function well in both their private and public lives. Content standards in the guide are minimum and required, and fundamental and specific but not exhaustive. School systems may include additional content standards and add implementation guidelines, resources, and/or activities. The curriculum guide uses history and geography as the central disciplines, with the addition of specific core information and ideas from economics, law, and U.S. government interwoven into all courses to provide for the program goals of historic, geographic, political, and economic literacy. These program goals support the commitment to provide a curriculum that prepares all of Alabama's students to lead productive and independent lives. The guide presents an introduction to the course of study, the conceptual framework, position statements, directions for interpreting the minimum required content, and the minimum required content and overview for various subjects in kindergarten through second grade, for third and fourth grade, for fifth and sixth grade, for seventh grade, for eighth and ninth grade, the ninth grade-twelfth grade social studies program, and for other ninth, tenth, eleventh, and twelfth grade materials. Appendices contain Alabama high school graduation requirements, and guidelines and suggestions for local time requirements and homework. A bibliography concludes the guide. (BT)

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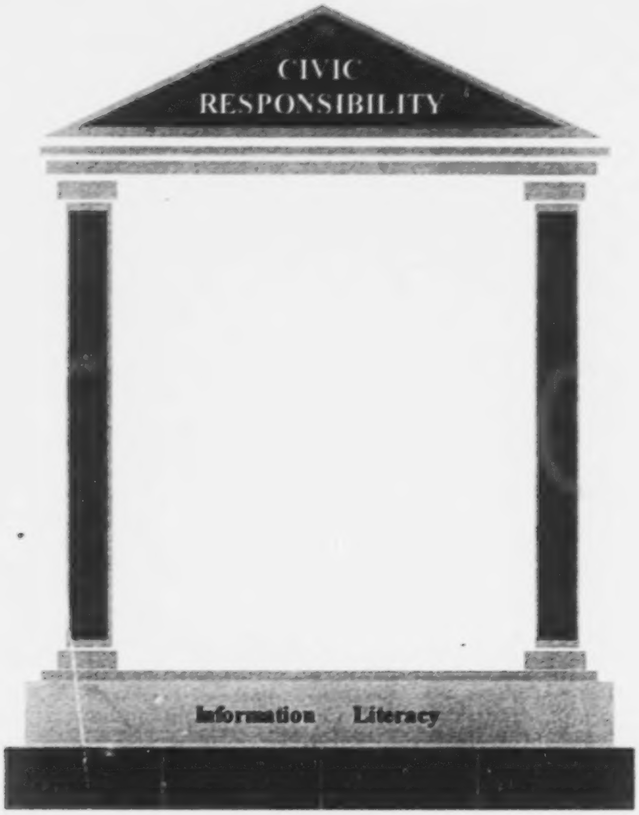
Alabama Course of Study

Social Studies



Ed Richardson
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ALABAMA STATE DEPARTMENT OF EDUCATION
Bulletin 1998, No. 18

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Alabama Course of Study
SOCIAL STUDIES

Ed Richardson
State Superintendent of Education
ALABAMA STATE DEPARTMENT OF EDUCATION
Bulletin 1998, No. 18

STATE SUPERINTENDENT OF EDUCATION'S MESSAGE

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The *Alabama Course of Study: Social Studies* Bulletin 1998, No. 18), establishes such a curriculum. The emphasis on civic responsibility encourages students to become informed, responsible, participating citizens. It is hoped that this curriculum will enable them to function well in both their private and public lives.

A comprehensive core curriculum for students at all grade levels provides rigorous course content and high-level academic standards delineating expected achievement by all students. The social studies curriculum pattern establishes a fundamentally new direction by providing a sound framework for historic, geographic, economic, and political literacy. The Social Studies State Course of Studies Committee, composed of educators and business and community leaders, the State Board of Education and I believe a sound program of instruction has been developed to guide the local systems in the implementation of their social studies curriculum.

ED RICHARDSON
State Superintendent of Education

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Alabama Course of Study: Social Studies

Table of Contents

PREFACE iv
ACKNOWLEDGMENTS v
ALABAMA COURSE OF STUDY: SOCIAL STUDIES AN INTRODUCTION 1
ALABAMA'S K-12 SOCIAL STUDIES CURRICULUM THE CONCEPTUAL FRAMEWORK 2
POSITION STATEMENTS 6
DIRECTIONS FOR INTERPRETING THE MINIMUM REQUIRED CONTENT 7

THE MINIMUM REQUIRED CONTENT

- Kindergarten - Second Grade Overview 9
  - Kindergarten—Citizenship: Living in My World 11
  - First Grade—History and Geography: Exploring My World 17
  - Second Grade—Interdependence: Making A Difference in Our World 22
- Third and Fourth Grade Overview 27
  - Third Grade—The Land and Its People 29
  - Fourth Grade—Alabama History and Geography 34
- Fifth and Sixth Grade Overview 43
  - Fifth Grade—United States Studies: Beginnings to 1900 45
  - Sixth Grade—United States Studies: 1900 to the Present 56
- Seventh Grade Overview 65
  - Seventh Grade—Citizenship 67
  - Seventh Grade—World Geography 72
- Eighth and Ninth Grade Overview 79
  - Eighth Grade—World History and Geography to 1500 81
- Ninth Grade-Twelfth Grade Social Studies Program 87
  - Ninth Grade—World History and Geography Since 1500 88
- Tenth and Eleventh Grade Overview 97
  - Tenth Grade—United States History and Geography: Beginnings to 1900 99
  - Eleventh Grade—United States History and Geography: 1900 to the Present 108
- Twelfth Grade Overview 117
  - Twelfth Grade—American Government 119
  - Twelfth Grade—Principles of Economics 121
  - Alabama Occupational Diploma Program Grades 9-12 Overview 125
  - Ninth Grade—Career Preparation I (Social Studies) 127
  - Tenth Grade—Career Preparation II (Social Studies) 131

Eleventh Grade—Career Preparation III (Social Studies) 135
Twelfth Grade—Career Preparation IV (Social Studies) 140
Alabama Occupational Diploma Program Scope 144

APPENDIX A. Alabama High School Graduation Requirements 147
APPENDIX B. Guidelines and Suggestions for Local Time Requirements and Homework 149

BIBLIOGRAPHY 151

PREFACE

The *Alabama Course of Study: Social Studies* (Bulletin 1998, No. 18) provides the framework for the K-12 social studies program in Alabama's public schools. Content standards in this document are minimum and required (Ala. Code §16-35-4). They are fundamental and specific but not exhaustive. In developing local curriculum, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and/or activities, which, by design, are not contained in this document.

The 1997-98 Social Studies State Course of Study Committee primarily used these documents in developing the social studies document: *Building a United States Curriculum*, National Council for History Education, 1997; *Building a World History Curriculum*, National Council for History Education, 1997; *Geography for Life*, National Geography Standards, 1994; *National Standards for Civics and Government*, Center for Civic Education, 1994; *Curriculum Standards for Social Studies*, National Council for the Social Studies, Bulletin 89, 1994; and *Voluntary National Content Standards in Economics*, National Council on Economic Education, 1997. In determining appropriate content for Alabama students, the Committee also consulted several other current reference documents.

In addition, committee members attended state, regional, and national conferences; read articles in professional journals and other publications; reviewed similar curriculum documents from other states; listened to and read statements from interested individuals and groups throughout the state; used each member's academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the Committee reached consensus and developed what they believe to be the best social studies curriculum for Alabama's K-12 students.

ACKNOWLEDGMENTS

This document was developed by the 1997-98 Social Studies State Course of Study Committee composed of early childhood, intermediate, middle school, high school, and college educators appointed by the State Board of Education and business and professional persons appointed by the Governor (Ala. Code §16-35-1). The Committee began work in April 1997, and the State Board approved the Committee's work in February 1998.

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Appreciation is also extended to the following representatives of organizations who provided input into the development of this document: **Jeff Norrell, Alabama Historians Association; Jan Cowin, Alabama Center for Law and Civic Education; Howard Johnson, Alabama Geographic Alliance;** and **Ed Caradine, Alabama Council on Economic Education.**

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Martha B. Jungwirth, (retired) Language Arts Specialist, State Department of Education, reviewed, edited, and proofed the document.

Alabama Course of Study: Social Studies

An Introduction

Throughout our state and nation, citizens from all walks of life are calling for significant educational reform. Consistent with the reform movement, the *Alabama Course of Study: Social Studies* provides Alabama's public school students the opportunity to experience a curriculum that reflects the essence of reform: preparing students for full participation as twenty-first century citizens.

The overall social studies goal of civic responsibility requires the development of competent citizens committed to the fundamental constitutional values and principles. Sustained and systematic attention to responsible citizenship throughout the social studies curriculum will equip Alabama's students to contribute effectively to their community, state, nation, and world.

Alabama Course of Study: Social Studies uses history and geography as the central disciplines. However, specific core information and ideas from economics, law, and U.S. government are interwoven into all courses to provide for the program goals of historic, geographic, political, and economic literacy. These program goals support the commitment to provide a curriculum that prepares all of Alabama's students to lead productive and independent lives.

The high academic standards of the social studies curriculum provide a program of excellence as students are prepared to develop the knowledge, skills, and attitudes needed to enter the working world in the twenty-first century. The commitment to provide solid content knowledge in the core social studies courses, the attention to develop the critical thinking skills necessary to apply knowledge, and the encouragement of personal qualities of responsibility and self-management promote competent, productive citizens. These qualities are necessary for the successful completion of an overall program of studies reflecting world class standards.

Alabama's K-12 Social Studies Curriculum
The Conceptual Framework

COURSE SEQUENCE

12 American Government
Principles of Economics

11 U.S. History and Geography: 1900 to the Present

10 U.S. History and Geography: Beginnings to 1900

9 World History and Geography Since 1500

8 World History and Geography to 1500

7 Citizenship
World Geography

6 United States Studies Since 1900

5 United States Studies to 1900

4 Alabama History and Geography

3 The Land and Its People

2 Interdependence: Making a Difference in Our World

1 History and Geography: Exploring My World

Alabama's K-12 Social Studies curriculum encompasses four program goals that lead toward civic responsibility: historic literacy, geographic literacy, economic literacy, and political literacy. These program goals are not developed independently but will be attained as a result of planned, organized instruction that integrates social studies disciplines with specific emphasis on information literacy. The integration of the disciplines is necessary to show relationships, to present accurate and meaningful content, to interpret past and present events and conditions and to plan for the future. Instruction should equip students to retrieve, acquire, think about, organize, and share information.

Program Goals

Historic literacy proceeds from the development of historic thinking skills and historic understandings.

Historic thinking students:

- Understand the relationships of time, continuity, and change;
- Evaluate evidence;
- Analyze and interpret the historical record;
- Interpret cause and effect; and
- Construct sound historic arguments and perspectives.

Historic understandings include students':

- Knowledge about local, state, national, and world history;
- Comprehension of the roles of individuals, groups, and institutions in history; and
- Appreciation of the interaction between the geographical and cultural foundations of the state, the nation, and other regions of the world.

Geographic literacy represents the students' ability to recognize the integrative nature of geography.

Geographically informed students:

- Use maps and other geographic tools to identify human and physical characteristics of regions;
- Understand the processes that shape the world;
- Understand how the physical environment has been modified by human activities;
- Appreciate how human activities have been influenced by Earth's physical features and processes; and
- Comprehend how geography can be used in the analysis of historical events and in planning for the future.

Economic literacy includes understanding basic economic concepts and the ability to reason logically about key economic issues that affect the lives of individuals as workers, consumers, and citizens.

Economically literate students:

- Understand the free enterprise system and the American economy;
- Understand the international marketplace;
- Identify economic problems and alternatives;
- Appreciate the differing views held by economists on economic issues; and
- Recognize the areas of consensus among economists on issues and methods of analysis.

Political literacy is reflected in understanding what governments are and what they do.

Politically literate students:

- Appreciate the foundations of the American political system;
- Understand the organization and responsibilities of local, state, and federal governments;
- Comprehend the relationship of the United States to other nations and world affairs; and
- Understand the rights and responsibilities of citizens in American democracy.

Information Literacy

Process skills in the Social Studies curriculum have traditionally been referred to as acquiring information, organizing and using information, and interpersonal relationships and social participation.[1] For purposes of this document, acquiring information and organizing and using information are collectively referred to as information literacy and are categorized as defining the task, retrieving information, acquiring information, thinking about information, organizing information, and sharing information.

Defining Task

- Analyze the question or problem.
- Determine information needed.

Retrieving Information

- Consider possible sources, e.g., informational indexes, encyclopedias, newspapers.
- Employ organizational systems used to find information, e.g., table of contents, key words, cross references.

Acquiring Information

- Read, listen to, and view various sources of relevant information.
- Clarify vocabulary using word identification skills, e.g., phonics, structural analysis, and context clues.
- Use map, globe, and graphic-reading skills.

Thinking About Information

- Understand, recall, and use information, e.g., identify, define, explain.
- Apply information in new situations, e.g., interpret, illustrate and determine relationships.
- Analyze information, e.g., compare/contrast, classify, categorize.
- Synthesize information, e.g., create/design a new plan, communicate orally and in writing.
- Evaluate information, e.g., assess, evaluate, judge.

Organizing Information

- Prepare notes, outlines, summaries, time lines, and graphics.
- Construct databases, spreadsheets, and computer-generated charts.

Sharing Information

- Write reports and research papers.
- Make presentations, e.g., multimedia, computer-generated material, charts and poster creations.

Scope and Sequence

Students encounter the four program goals throughout all grade levels. In the early grades, they learn more about themselves and the local environment. They participate in activities directed toward developing responsibility, learning cooperation, and participating in decision-making. Third graders study the settlement of the land and land use by its inhabitants. The formal study of history begins in the fourth grade with Alabama History and continues with United States and World History in two-year sequences through the eleventh grade. In the seventh grade, Social Studies instruction includes civics and consumer economics as well as world geography. Twelfth graders complete the formal study of Social Studies with courses in government and economics.

Position Statements

Primary Source Documents

Primary source documents of and about the time enrich the social studies program and enable students to visualize and empathize with people of other times and places. The Committee believes that the use of selected primary sources and documents is essential in the social studies curriculum. Therefore, this Course of Study includes standards that reflect the need for students to read and study selected primary sources and documents.

Literature

Literature from and about the various periods and places provides a rich resource for knowledge and understanding. Literature also enables students to gain insights into the lives of people at various times. Literary selections included in this document are offered as examples. Other titles may be appropriate. The committee encourages teachers to stay abreast of new literature that may enhance the social studies curriculum.

A Multicultural and/or Global Perspective

Ethnic diversity can be considered an asset in the classroom. In a democratic and multicultural society, students need to understand multiple perspectives that are derived from different ethnic vantage points. This understanding enhances the ability to relate to people in the United States and throughout the world.

Service Learning

Service Learning is a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Students use the knowledge and skills learned in the classroom to meet real needs in the community. Students gain valuable learning experiences that deepen their understanding not only of the curriculum but also of life. Social Studies content standards may be extended beyond the classroom into the community through real-world experiences of serving in the community. (42 U.S.C. §12501 et seq., and 45 CFR Part 2510 et seq.)

Current Events

The focus of the K-12 Social Studies curriculum is the production of responsible citizens. The committee strongly recommends the inclusion of current events as an essential element of the social studies instructional program. Knowledge about and analysis of current events are vital in learning to be a responsible citizen. Current events should be incorporated at each grade level and in every social studies course.

Technology

Technology continues to impact the Social Studies curriculum. All students should participate in learning activities using the most current technological innovations. Technology in the Social Studies class should be a tool to extend knowledge and understanding of content.

Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do. In this document, the content is listed as content standards. The order in which content standards are listed is not intended to convey a sequential order for instruction. A content standard may describe a concept or skill that will be addressed throughout the school year.

2. Content standards describe what students should know or be able to do at the conclusion of a course. Each content standard contains a **STEM** that completes the phrase, "Students will…."

> *Students will*
>
> Demonstrate an understanding of the movement of Europeans and Africans to America.
>
> (Third Grade - Content Standard 15)

3. Additional minimum required content may be listed under a content standard stem and is denoted by a bullet (•) or a hyphen (-). The **ADDITIONAL CONTENT** provides further specificity for the content standard.

> *Students will*
>
> Describe the purposes, organization, and functions of American government as outlined in the Constitution.
>
> - Legislative Branch
> - Executive Branch
> - Judicial Branch

4. **EXAMPLES** clarify content standards. They are illustrative but not exhaustive. Teachers may choose to add to or substitute examples when planning instruction. References to literary selections are meant to provide direction only. Other titles may be equally appropriate.

> *Students will*
>
> Explain why the phrase "end of the Frontier" is descriptive of America in the early 1900s.
>
> Example: continental expansion complete, purchase of Alaskan territory, absorption of Indian culture

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5. The **map icon** indicates content connections related to Alabama history and geography.

Students will

Assess the early years of the Great Depression including the causes of the Depression.

- Disparity of income
- Limited government regulation of business
- Stock market speculation
- Herbert Hoover's administration
- Collapse of farm economy
- Impact on Alabama's economy

Kindergarten - Second Grade Overview

CONTENT EMPHASES

Family Histories
Cultural Awareness
Significant Historical and Political Figures
Map and Globe Skills
The Environment
Patriotism
Workers and Occupations
Scarcity and Choice
Rules and Appropriate Behavior

Kindergarten - Second Grade Overview

The Kindergarten, First Grade, and Second Grade curriculum focuses on extending the experiences of students in order to increase their understanding of the world in which they live. The K-2 program introduces the young student to basic Social Studies concepts by emphasizing the importance of each child's interaction with his/her environment. As students actively participate in a variety of activities, such as drama, art, music, storytelling, and literature, they begin to understand their world better.

The K-2 Social Studies curriculum is organized thematically with map and globe skills, graphic organization, and reference skills developed throughout the three-year sequence. These themes are addressed in each grade level, K-2.

- Civic Awareness
- Geographic Awareness
- Economic Awareness
- Historic Awareness
- Cultural Awareness

Kindergarten
Citizenship: Living In My World

The Kindergarten program is based on an outgrowth of children's own life experiences. Changes that occur in their lives, in the history of the school, and in their community provide a foundation for understanding events in the past, present, and future. Initial citizenship education includes the importance of following rules and respecting rights of other people. Learning is enhanced when information is presented in a thematic, interdisciplinary approach with emphasis on flexibility, attention to individual learning styles, and active participation in learning. Students are also exposed to the concepts of self-control, justice, courage, heroism, and leadership. Because many of the elements and concepts of social studies are abstract, the use of literature is encouraged to make events more meaningful to children. Through the excitement of discovery and exploration, students will develop individual and group responsibility toward humanity and the environment.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Develop initial map and globe skills.
    - Location: Describe self in spatial relationship to other people and objects in the room.
      Examples: locating the teacher's desk on a map of the classroom, drawing a circle-time picture showing seating of students
    - Direction: Give and follow verbal instructions related to classroom positions (front, back).
      Example: taking turns in front of the line when traveling through the school
    - Distance: Estimate distance using non-standard measures.
      Example: measuring length of classroom using book lengths
    - Scale: Compare the differences in size between a person/object and a representation of same.

2. Develop an awareness of map and globe representations.

   Examples: using play dough to create a replica of ocean and land masses; demonstrating mapping from a bird's-eye view by showing apples at eye level on a table and on the floor, then comparing the different views; reading *As the Crow Flies* by Gail Hartman

Information Literacy

3. Develop initial ability to display information in graphic form.

   - Graphs
     Example: making a pictograph of the methods of transportation used in getting to and from school
   - Maps
     Example: making a map of the playground as a treasure map for locating hidden treasure
   - Globes
     Examples: observing different sizes of globes, noting features such as land forms and water
   - Time lines
     Example: recording events on time lines such as holidays, projects, programs, daily news, yesterday, today, tomorrow
   - Models
     Example: constructing homes and school using large blocks and props

4. Locate new information and express understanding of the new information in various classroom projects.

   Examples: Projects—creating a variety of table-top models of houses from around the world, designing local neighborhoods using large appliance boxes, constructing animal homes utilizing various resources

   Research Resources—pictures, posters, charts, storybooks, fact books, trade books, songs, music, maps and globes, cooperative planning, media center use, computer and technological tools, guest speakers, field trips

Civic Awareness

5. Develop an awareness that school is a safe place for learning and working.

   Examples: *Will I Have a Friend?* by Miriam Cohen,
   Annabelle Swift, Kindergartner by Amy Schwartz

6. Develop an awareness of the reasons for rules in the school setting.

Examples: suggesting rules, abiding by rules, understanding reasons for rules, helping make group decisions, developing conflict resolutions

7. Exhibit behaviors that are part of responsible civic life in the school setting resulting in harmonious and socially satisfying relationships with others.

   - Sharing
   - Considering the rights, ideas, and feelings of others
   - Using good manners
   - Taking turns
   - Doing chores
   - Following rules and laws
   - Accepting consequences

8. Contribute to solutions of problems that arise in the school setting.

   Examples: sharing scarce resources, sharing space with others, sharing the teacher with others, bringing activities to conclusion

9. Become aware of patriotism, country, flag, the Pledge of Allegiance, and patriotic songs.

10. Exhibit personal responsibility for the care of the physical environment.

    Examples: classroom supplies, personal property, school campus, property of others, use of biodegradable products, gardening, anti-litter projects

11. Discover characters and events from literature that demonstrate the impact of one person's behavior upon another.

    - Consequences of helping others
    - Consequences of hurting others

    Example: *Rainbow Fish* by Marcus Pfister

12. Develop an awareness of character traits that appear in literature.

    - Selected stories
    - Nursery rhymes
    - Poetry
    - Fables
    - Folk tales

    Examples: *Frog and Toad Are Friends* by Arnold Lobel, *Berenstein Bears and the Truth* by Stan and Jan Berenstein, *Arthur's Eyes* by Marc Brown

13. Associate behavioral choices with their resulting impact on self and others.

    Example: *Me Too!* by Mercer Mayer

14. Begin to develop an awareness of local laws and enforcing officials.

    Example: a visit from a policeman, local judge, sheriff

15. Become aware of safety signs and workers performing safety roles in school and the community.

    Example: *I Read Signs* by Tana Hoban

Geographic Awareness

16. Increase awareness of various environments.
    - Home
    - School
    - Neighborhood
    - Farm
      Example: *Little House* by Virginia Lee Burton and *Rooster's Off To See The World* by Eric Carle

17. Become familiar with the physical features of the school and the surrounding ocality.
    - Location
      Examples: crosswalk near the school, flagpole
    - Place
      Examples: hilly, flat
    - Physical systems
      Example: trees and grass on a playground
    - Human systems
      Example: transportation route from home to school
    - Environment and society
      Example: improvement of the school neighborhood
    - Regions
      Example: model of neighborhood with school, houses, shopping areas

18. Relate the effects of weather and seasons on daily living.
    - Personal/family
    - School grounds
    - Rural/farms

19. Develop an awareness of the reasons for changes in the environment.
    - Weather
    - Time
    - Human alteration
      - Positive

- Negative

20. Demonstrate the ability to construct models of physical structures in the immediate environment.

Examples: three-dimensional floor map, table-top models

Economic Awareness

21. Identify various workers and their roles in the community.

Example: *The Jolly Postman* by Janet and Allen Ahlberg

22. Distinguish between goods and services.

Example: creating goods and tangible items made from play dough

23. Distinguish between wants and needs.

24. Distinguish between producers and consumers.

Example: using role-playing at a lemonade stand

25. Describe ways that people in various group settings satisfy wants and needs.

- Trading
- Purchasing
- Savings

Example: short drama of a customer buying merchandise in a store

26. Identify human-made and natural resources.

- Energy
- Water
- Trees
- Soil
- Books

27. Trace the production of a product from beginning to end.

Example: *Charlie Needs A Cloak* by Tomie DePaola

Historic Awareness

28. Begin to compare different forms of communication from the past and the present in different times.

Examples: Pony Express, telegraph, sending letters by ship, telephone, E-mail

29. Begin to compare different forms of transportation from the past and the present in different times.

    Examples: *Things That Go: A Traveling Alphabet* by Seymour Reit, *Airport* by Byron Barton, *Bernie Drives A Truck* by Derek Radford

30. Recognize growth in one's life.

    Examples: portfolio, personal history booklets with height and weight charts, pictures taken throughout the year, samples of work

31. Compare and contrast the lives of fictional and non-fictional children in stories of the past and present.

    Examples: *Young Squanto: The First Thanksgiving* by Andrew Woods, *When I Was Young in the Mountains* by Cynthia Rylant

32. Recognize important historical figures in American history through songs, poetry, literature, and drama.

33. Develop an awareness of current events.

    - Self
    - Family
    - Class
    - Community
    - World

Cultural Awareness

34. Develop an awareness of the uniqueness of individuals.

    Examples: characteristics, basic emotions, capabilities

35. Develop an awareness of how people are the same and yet different.

    Example: *It Takes A Village* by Fletcher Cowen

36. Build an understanding of different cultures through the exploration of holidays, customs, and traditions.

    Examples: singing Irish folksongs — "Michael Finnegan," reading *My Home Country: Ireland Is My Home* by Gini Holland

37. Develop an awareness of the lives of children in other places.

Example: *Gilberto and the Wind* by Marie Hall Ets

First Grade History and Geography: Exploring My World

The First Grade program encourages students to learn more about the world around them as they study their locality in relationship to other places both near and far as well as now and long ago. First Grade students learn more about themselves, others, and the physical world through literature. Students expand their sense of time and place as they increase their appreciation for people and ways of life in a larger world different from their own. Through involvement in a thematic approach with active manipulation and exploration of their environment, students construct understanding of relationships among objects, people, and events. The overall goals of the first-grade curriculum are to increase students' knowledge of their human and physical worlds and to increase their appreciation for different people and different ways of life.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Extend the development of initial map and globe skills.
   - Features: Distinguish between land masses and bodies of water on maps and globes.
     Example: continents and oceans
   - Location: Extend comprehension and use of relative terms.
     Examples: in front of, beside, below, behind, to the right of, next to
   - Location: Identify prominent features of their locality on student-constructed maps and models.
     Example: creating a map showing location of students' homes, *Me on the Map* by Joan Sweeney
   - Directions: Give and follow directions using relative terms.
     Examples: to the left of, to the right of, forward, backward
   - Directions: Become aware of cardinal terms (north, south, east, west) and associate terms with maps and directions.
   - Distance: Measure distances using both non-standard and standard measures.

- Scale: Compare the differences between the size of the actual school and/or locality to a representation.

  Examples: pictures, maps, models

Information Literacy

2. Extend initial ability to display information in graphic form.

- Globes
- Maps
- Charts
  - Example: *Seasons of Arnold's Apple Tree* by Gail Gibbons
- Graphs
  - Example: graphing over time the number of books read
- Time lines
  - Example: constructing time lines of classroom activities, school holidays, community activities, current events
- Models
  - Example: examining several types of scaled models such as cars, homes, or communities

3. Extend initial ability to locate new information and to express understanding in various classroom projects.

Example: imitating activities encountered in reading about other times and other places

Research Resources: computer and technological use, storybooks, songs and music, student-generated books, field trips, guest speakers, interviews, pictures, posters, fact and fiction books, maps and globes, cooperative learning, use of writing portfolios

Civic Awareness

4. Extend the range of behaviors, rights, and courtesies that are part of responsible civic life within the school setting.

- Working cooperatively
- Respecting opinions of others
- Proposing actions to benefit the group
- Proposing solutions to classroom problems

5. Develop an awareness of government.

- Helping establish rules, rewards, and penalties

Examples: helping define roles and responsibilities, proposing actions to benefit the group, proposing solutions to classroom problems, selecting/ electing classroom leaders

6. Demonstrate problem-solving behavior.

   Example: role-playing

7. Analyze character traits encountered in works of literature.

   Examples: *The Talking Eggs* by Robert Souci, *Amazing Grace* by Mary Hoffman, *Best Friends* by Steven Kellogg, "Tortoise and the Hare" — Aesop Fables

8. Identify school leaders and their roles.

   Examples: principal, librarian, counselor

Geographic Awareness

9. Compare features of communities.
   - Rural
   - Urban
   - Natural
   - Human-made
     Example: lakes

10. Relate land use in their locality to the physical features of the land.

    Examples: physical features—water resources, soil, vegetation
    land use—residential areas, commercial areas, recreational areas, industrial sites, transportation systems, agricultural areas

11. Describe the impact of cultural changes on the locality over time.

    Examples: new neighborhoods, shopping malls, highways

12. Develop an awareness of environmental problems in local communities.

    Example: Earth Day activities

13. Exhibit an awareness of the ways personal actions benefit or harm the local environment.

    Examples: recycling, littering, volunteering

14. Discover why geographic changes occur over time and how these changes affect the people who live and work in the area.

Examples: natural disasters, weather patterns, new construction

Economic Awareness

15. Compare work in the local community today to work in the past.

Example: surveys of family members

16. Develop an understanding of specialized work in service industries.

- Repairing or packaging goods
- Transporting goods
- Marketing goods

Examples: finished product traced to its origin, participation in Career Day

17. Develop an awareness of exchange systems within the family, school, and community.

Examples: chores performed for goods and services, money exchanged for goods and services

18. Develop an awareness of price in the exchange of goods and services.

- Money or goods asked for something
- Money or goods given for something
- Cost of something obtained

Examples: purchase price of pencils, lunch, or toy; *Picking Peas for a Penny* by Angela S. Medearis

19. Describe ways people are interdependent within the family, school, and community.

Examples: culturally, economically, environmentally, politically

20. Exhibit an appreciation of the way life in a locality is enriched by the world community.

Examples: goods and services, literature, music, art

Historic Awareness

21. Compare transportation today and to transportation in the past.

22. Compare the history and features of the local community with a contrasting community.

    - Rural
    - Urban
    - Natural
    - Human-made

    Example: *A Country Far Away* by Nigel Gray

23. Compare the lives of children living today to the lives of children of a different time period.

24. Describe how the locality is connected to the larger world geographically and economically now and long ago.

    Examples: communication–post office, radio station, satellite dish, facsimile, voice mail, answering machine, modem; transportation–highways, railroads, air travel, space travel, *Mr. Grigg's Work* by Cynthia Rlant

25. Analyze the movement of selected people and ideas from place to place over time.

    Examples: immigration, migration

26. Develop an awareness of historical figures.

    Examples: Thomas Jefferson, Sequoyah, George Washington Carver, John F. Kennedy, Rosa Parks, Mikhail Baryshnikov, Georgia O'Keeffe, Leontyne Price

Cultural Awareness

27. Describe the origins of holidays in various cultures.

    Example: *Village of Round and Square Houses* by Ann Grifalconi

28. Describe traditions of various cultures noting similarities and differences.

29. Become acquainted with various cultures encountered in stories from literature.

    Examples of aspects of culture: beliefs, customs, ceremonies, traditions, social practices, moral teachings, *Raven: A Trickster Tale From the Pacific Northwest* by Gerald McDermott

30. Retell stories about communities in other times and places that reflect cultural diversity and commonality.

Example: *Knots On A Counting Rope* by Bill Martin Jr. and John Archambalut

31. Exhibit an understanding of cultural diversity found in the classroom, in the locality, and in the world.

    Examples: family members, classmates' family members

Second Grade
Interdependence: Making A Difference In Our World

The Second Grade program encourages students to develop a connection with people—both past and present — by learning about how people make contributions to society. Through the integration of civic awareness, geography, history, and basic economic concepts, these connections can be achieved. Students will be involved in using good research, reading and hearing relevant literature, working in cooperative groups, and participating in related arts education activities. A special emphasis is placed on the role of the individual in an increasingly independent world.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Develop map and globe skills appropriate to developmental level and grade level.
   - Features: Demonstrate a working knowledge of maps and globes in classroom activities.
     - Hemispheres
     - North Pole
     - South Pole
     - Continents
     - Equator
     - Arctic Circle
     - Antarctic Circle

     Example: creating salt maps
   - Symbols: Become aware of symbols used in map legends.
     Example: compass rose
   - Symbols: Be able to invent symbols to represent objects in student-made maps.
   - Location: Be able to locate on maps and globes major land masses and bodies of water associated with characters encountered in fiction and non-fiction.
   - Location: Be able to locate sites on a map associated with food production, transportation, and sale.
     Example: locating production sites found on the labels of canned foods
   - Directions: Apply knowledge of cardinal directions in classroom activities.

Examples: going on a treasure hunt, driving a toy car on a large floor map, *Roxaboxen* by Alice McLerran, *Make Way For Ducklings* by Robert McCloskey

- Scale: Be able to evaluate several routes on simple maps to find the shortest route between two points.
  Example: *As the Crow Flies* by Gail Hartman

Information Literacy

2. Develop the ability to interpret and display information in graphic form.

- Maps
- Globes
- Charts
  Examples: creating a chart to display types of transportation used to move people now and long ago, *I Go With My Family to Grandma's* by Riki Levinson
- Graphs
  Example: graphing the number of students in the class born in the local area versus students born out of the area
- Time lines
  Example: developing a time line displaying significant events in family histories, class histories, and historic events

3. Develop the ability to locate new information and to express understanding of this information in various classroom projects.

Example: imitating activities from other times and other places encountered in talks with grandparents and other "old-timers"

Research Resources: cooperative learning groups, computer programs and technological use, speakers, field trips, writing portfolios, topics, pictures, posters, charts, fact and fiction books, songs and music, interviews

Civic Awareness

4. Identify reasons for rules.

5. Extend awareness of the role of government.

- Roles of community leaders and officials

Examples: law enforcement officials, religious leaders, local government officials

6. Develop an initial understanding of the election process and the duties of political leaders.

   Example: mock elections

7. Develop an awareness of the basic values and principles of American democracy.

   Examples: truth, justice, patriotism

8. Develop a respect for human rights including those of individuals and minorities.

   Example: *Elmer* by David McKee

Geographic Awareness

9. Relate the study of significant people to the elements of geography.
   - The world in spatial terms
     Example: pins placed on an appropriate map to show locality or birthplace of significant people
   - Places and regions
     Example: photographs and pictures of architectural features in the community designed and/or built by local craftspeople and architects, highlighted areas on a large local map depicting recreation places visited during a period of time such as week, month
   - Environment and society
     Example: comparisons of antique and modern tools and machines used by family members to change the physical environment
   - Human systems
     Example: stories written by students about places families visit for recreation
   - Physical systems
     Examples: oceans, rivers
   - Use of geography
     Example: community changes

10. Identify ways the natural environment affects occupational opportunities.

    Examples: landforms, soil, water sources, climate, plants, animals

11. Identify ways people affect the land.

    Example: *Letting Swift River Go* by Jane Yolen

12. Develop an initial awareness of geographic concepts related to the food industry.
    - Climate
    - Soil fertility

- Water sources
- Natural disasters
- Overuse of farmlands
- Urban development
- Regional diversity in agriculture
- Transportation networks

Economic Awareness

13. Become aware of the role of government in regulating goods and services.

    Example: food industry

14. Identify workers who supply people's daily needs.
    - Producers
    - Processors
    - Distributors

15. Develop an awareness of specialization and interdependence as they relate to workers in the food industry.

    Examples: benefits and drawbacks of specialization, instances of ways that specialization creates interdependence

16. Develop an awareness of the resources used in the production of goods and services in the food industry.
    - Natural
    - Human
    - Capital

    Example: *Milk From the Cow to the Carton* by Aliki

17. Explain how scarcity of resources requires people to make choices about goods and services in the food industry.

18. Develop an understanding of international trade.

    Example: production and distribution of food products, clothing labels

19. Develop an awareness of occupational opportunities that have evolved from conservation and resource management.

    Examples: scientists, environmental engineers, waste managers

20. Develop an understanding of the impact of technology on occupations related to goods and services.

- Communication
  Examples: facsimile, satellite technology, Internet
- Agriculture
  Examples: automatic sprinklers, hydroponics, fertilizers
- Transportation
  Examples: rapid delivery systems, refrigerated transports
- Health care
  Examples: diagnostic procedures, laser surgery

Historic Awareness

21. Develop a sense of history through the examination of family histories.

Examples: family tree, location of family origin, migration of family to present location, family photos or letters, family adventures, family legends, Grandparents Day, interviews,
Long Way to a New Land by Joan Sandin, *Watch the Stars Come Out* by Riki Levinson, *Home Place* by Crescent Dragonwagon

22. Compare transportation methods of families now to those used by families long ago.

Example: murals depicting past and present

23. Compare occupations of family members now to those of family members long ago.

Examples: Pioneer Day, Career Day

24. Identify major celebrations of events in U.S. history.

Examples: Independence Day, Thanksgiving Day, Veterans Day, Memorial Day, Presidents Day

25. Associate significant historical and contemporary political figures with the impact they have had on our society.

Examples: George Washington, Paul Revere, Abigail Adams, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Davy Crockett, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King, Rosa Parks, Sandra Day O'Conner, Elizabeth Dole, Colin Powell

Cultural Awareness

26. Describe the contributions of significant individuals who have affected our lives.

Examples: Clara Barton, Thomas Hart Benton, Andrew Carnegie, Roberto Clemente, Marie Curie, John Dewey, Thomas Edison, Bill Gates, Jane

Goodall, Alex Haley, Cal Ripkin, Jr., Jackie Robinson, Jonas Salk, Julia Tutwiler

27. Recognize individuals of various cultures who have contributed significantly to the arts and humanities.

    Examples: Leonard Bernstein, Aaron Copland, Duke Ellington, George Gershwin, Lois Lenski, Robert McClosky, Beverly Sills, Phyllis Wheatley, Mother Teresa, Princess Diana

28. Recognize similarities and differences among family culture and the cultures of appropriate literary characters.

    Example: *Keeping Quilt* by Patricia Polacco

Third and Fourth Grade Overview

CONTENT EMPHASES

The Land and Its People

Uses of the Land and Resources
Significant Historical and Political Personalities
Regions
Economic Changes
Native Americans
Geography
Early Settlement

Alabama History and Geography

Natural Environment
Native Americans
European Settlement
Alabama Society

Third and Fourth Grade Overview

Students in Third and Fourth Grades are introduced to their first formal studies in history and geography. Third Grade students study the interaction of people with the natural environment. Special emphasis is placed on how the environment has influenced historic, economic, political, and cultural development.

Alabama History and Geography introduces Fourth Grade students to their first chronological study. The unique character of Alabama's economy, government, and culture emerges as students trace the history and geography of their state.

The Third Grade curriculum is organized thematically, and the Fourth Grade curriculum is organized chronologically. The program goals, historic literacy, geographic literacy, economic literacy, and political literacy; map and globe skills; graphic organization; and reference skills are integrated throughout both courses.

Third Grade—The Land and Its People

- The Land of Early Native Americans
- Settlement of the Land
- Interaction Between Land and People
- The Land and Its People Today

Fourth Grade—Alabama History and Geography

- Alabama's Physical Location and Characteristics
- Alabama's Earliest Inhabitants
- Early European Exploration and Settlement
- Alabama in the Nineteenth Century
- Contemporary Alabama

Third Grade
The Land and Its People

The Third Grade curriculum is a study of the way people live or have lived in their natural environment at different times. Students develop an understanding of how the environment affects its inhabitants and ways people have changed the land. Students learn how a society's ideas, cultures, desires, and needs are reflected in land use patterns. Civic awareness is developed through the study of all levels of government.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Extend their development of map and globe skills.
   - Symbols: Associate symbols with features of thematic maps.
     Examples: locating different Native American groups on a map of the United States using a colored dot system, creating a map of the United States using graphics to identify different types of land cover and vegetation
   - Features: Demonstrate a working knowledge of maps and globes in classroom activities.
     - Hemispheres
     - Prime Meridian
     - International Date Line
     - North Pole
     - South Pole
     - Equator
     - Tropic of Capricorn
     - Tropic of Cancer
     - Arctic Circle
     - Antarctic Circle
     - Compass rose
     - Latitude
     - Longitude
     - Continents
     - Oceans
     - Mountain ranges
     - River systems
   - Location: Demonstrate an understanding of simple grid systems created for and applied to various maps.
     Example: establishing the absolute location of early American cities
   - Direction: Apply understanding of compass reading in selected activities.
     Example: acting out orienteering with and without a compass such as the movement of Native Americans, voyages of Europeans

- Scale: Become aware of relationships between time and distance.
  Examples: discussing and recording the time it takes to travel from one world region to another, *From Sea to Shining Sea* by Amy Cohn

Information Literacy

2. Know how to interpret and display information and data using various graphic organizers.
    - Maps
    - Globes
    - Charts
    - Graphs
    - Time lines
    - Tables

    Example: creating an illustrated time line tracing events associated with European and African settlements

3. Use references for independent investigations of selected topics.
    - Atlas
    - Computer
    - Dictionary
    - Encyclopedia
    - Media center

    Example: accessing information on the Internet, on CD-ROM, on laser disks

The Land of the Early Native Americans

4. Describe the natural environment of North America.
    - River systems
    - Physical geography
        - Land forms
        - Natural regions
    - Natural resources
        - Native wildlife
        - Vegetation

5. Relate the elements of geography to the time of the early Native Americans.
    - The world in spatial terms
      Example: student-generated maps or models showing landforms and bodies of water in a selected Native American community
    - Places and regions

Examples: a three-dimensional model of a Native American village, field trip to a Native American site, listings of common characteristics shared by selected Native American communities

- Environment and society
  Example: stories about Native Americans that describe adaptations to the environment such as clothing, crops, building materials
- Human systems
  Example: group discussions about types of transportation used by Native Americans
- Physical systems
  Examples: oceans, rivers, climates
- Uses of geography
  Example: location of settlements

6. Compare different groups of Native Americans.
   - Food
   - Shelter
   - Clothing

7. Relate the movement of various Native American groups to features of the natural environment.

   Examples: mountains, deserts, rivers, plains, woodlands

8. Describe how the natural environment influenced the development of Native American cultures.

   Examples: how their villages looked, why their villages were located where they were, which structures were built, how those structures were related to the climate, what methods and forms of production and exchange were used

9. Compare cultural aspects of selected Native American groups.

   Examples: tribal identity, art, religion, folklore, customs, traditions, political structures, *The Legend of the Bluebonnet* by Tomie DePaola, *The Popcorn Book* by Tomie DePaola

10. Investigate Native American concepts of government.

    Examples: League of Iroquois, The Great Council of the Muscogee Nation (Creek), system of federalism of the Lakota

Settlement of the Land

11. Describe relationships between early settlements and the natural environment.
    - Choice of settlement sites
    - Basic needs of settlers
    - Occupations of settlers
    - Clearing land
    - Use of natural resources

    Examples: hunting, farming, fishing, mining

12. Identify the formation of various forms of governing.

    Examples: religious principles, English Common Law, Mayflower Compact

13. Describe land use by Native American and European settlements.

    Examples: *Wagon Wheels* by Barbara Brenner, *Little House in the Big Woods* by Laura Ingalls Wilder

14. Demonstrate an understanding of the movement of Europeans and Africans to America.
    - Routes
    - Motivation
    - Obstacles

15. Compare the lives of Europeans and Africans during the exploration and settlement of America.
    - Locations
    - Cultures
    - Economic systems
    - Political systems

Interaction Between Land and People

16. Describe natural features.
    - Physical characteristics
    - Natural resources
    - Interdependency

17. Evaluate how land use affects the land and its inhabitants.
    - Economy

      Examples: agriculture; industry; transportation;
      House on Maple Street by Bonnie Pryor; *A River Ran Wild; An Environmental History* by Lynne Cherry

18. Identify examples of land rights and responsibilities of citizens.

    Examples: public parks, home ownership, public buildings

19. Develop an understanding of the reasons for the location of human-made places.

    Examples: cities, highway systems, industrial areas, recreational areas, agricultural areas

The Land and Its People Today

20. Relate current events to their historical foundation.

    Examples: Independence Day, Veterans Day, election day, census-taking

21. Compare careers of the past to careers of the present.

    Example: *General Store* by Bobbie Kalman

22. Differentiate between producers and consumers.

    Examples: sellers and buyers, low cost versus high cost, supply and demand, customer services

23. Differentiate among county, state, and country.

24. Distinguish among local, state, and national governments.
    - Leaders
    - Structure

      Examples: local—elected mayor and council;
      state—executive, legislative, judicial

25. State the term of office for various political offices.

26. Assess a situation concerning public safety.

    Example: *Bumper to Bumper: A Traffic Jam* by Jakki Wood

27. Identify patriotic symbols.

    - State
    - National

    Example: *We The People* by Peter Spier

28. Examine the effects of changing technologies on the global community.

    Examples: irrigation methods, compass, telegraph, E-mail, satellite, communication, Internet

Fourth Grade
Alabama History and Geography

Alabama History and Geography is a year-long course that serves as the introduction to chronological history for Fourth Grade students. This course builds on the concepts and appreciation of history and geography that students have gained in previous studies. Students acquire skills for reading, interpreting, and analyzing historical materials in textbooks, literature, documents, and other primary sources. Students will present information in both written and oral form; apply problem-solving and critical-thinking procedures; use maps, globes, charts, and graphs; and understand time and chronology related to Alabama's history.

THE FIRST FOUR CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Extend the development of map and globe skills.
   - Features: Extend knowledge of symbolic systems through work with various thematic maps of Alabama.
     Examples of natural characteristics: weather/climate maps, physical-relief maps, land-cover maps
     Examples of human characteristics: transportation maps, political boundary maps, economic development maps, land-use maps
   - Location: Apply an understanding of intermediate directions (NE, SE, NW, SW) in various classroom activities.
     Examples: locating major cities and their home county in Alabama; giving directions about how to move from one location to another; locating major cities in regions of the United States such as Washington, D. C., Atlanta, GA, Sacramento, CA, Denver, CO; Oklahoma City, OK, New York City, NY, Phoenix, AZ, Detroit, MI
   - Direction: Demonstrate orientation skills by following and giving specific verbal instructions.

Examples: describe the location of Montgomery relative to other major cities using an Alabama map, describe the location of Alabama relative to other states and countries using a world map or globe

- Distance: Use a scale to measure distances between places.
  Compare distances between places using a scale and mileage markers.
- Scale: Understand variations in a scale.
  Examples: examine a variety of maps using different scales, draw representations of the classroom using various proportions

Information Literacy

2. Interpret and display information and data using various graphic organizers.
   - Maps
   - Globes
   - Charts
   - Graphs
   - Illustrations
   - Tables
   - Time lines
3. Apply reference skills in independent investigations of selected topics.
   - Atlas
   - Electronic resources
   - Dictionary
   - Encyclopedia
   - Media center

Alabama's Physical Location and Characteristics

4. Comprehend the geographic link between Alabama and regions of the United States.
   - Land regions
   - River systems
5. Describe the natural environment of Alabama including significant geographical features.
   - Mountains
   - Valleys
   - Bodies of water
   - Landform regions
     - Highland Rim
     - Cumberland Plateau

  - Ridge and Valley
  - Piedmont
  - Coastal Plain

Alabama's Earliest Inhabitants

6. Investigate significant methods of obtaining prehistoric and historical data.
   - Archaeological study
   - Research of literature
   - Use of primary sources
   - Personal interviews

7. Identify the major characteristics of prehistoric Indians: Paleo, Archaic, Woodland, and Mississippian.
   - Approximate times of existence
   - Culture
   - Government
   - Economy
     - Hunting
     - Farming
     - Trading

8. Assess the impact of European contact on Native American populations in Alabama.
   - Epidemics
   - Reorganization of tribes

9. Describe historic Indians of Alabama after European contact.
   - Name and location during selected time periods
     - Choctaw
     - Cherokee
       Example: *Dancing Drum: A Cherokee Legend* by Terri Cohlene
     - Chickasaw
     - Creek (Muskogee)
   - Culture
     Examples: folklore, games, dance, music
   - Government
   - Economy
   - Significant personalities

10. Describe aspects of the lives of historic Indians of Alabama.

    Example: projects reflecting cultural aspects of historic Indians

11. Explain lasting contributions made by Alabama's earliest inhabitants.

Examples: place names, food, folk traditions, recreation

Early European Exploration and Settlement

12. Describe European explorations and settlements in Alabama and identify reasons for and consequences of each.

- Spanish explorations and settlement
  - Piñeda
  - de Soto
  - de Luna
- French explorations and settlements
  - Iberville Le Moyne
  - Bienville Le Moyne
- British explorations and settlements

13. Describe the origin of conflict between Europeans and Indians.

- Exploration
- Trading
- Land expansion

  Examples: Tecumseh, Shawnee Rebel, Rober Cwiklik

14. Summarize the distinguishing features of the Creek Civil War and the Creek War.

- Causes
- Battles
- Personalities
- Results

15. Explain the effects of European domination over Native Americans in Alabama from 1519 to 1815.

- Social
- Political
- Economic

Alabama in the Nineteenth Century

16. Illustrate the impact of the expansion of American settlements on Indian society in Alabama.

Examples: lands sold by William McIntosh, *Trail of Tears* by Conrad Stein

17. Relate geographical features of Alabama to the movement of Alabama settlers during the nineteenth century.
    - Mountains
    - Rivers
    - Valleys
    - Plains
    - Soils

18. Describe life in early nineteenth-century settlements in Alabama.
    - Locations
    - Modes of transportation
    - Family life/social life
    - Classes of people
    - Importance of religion
    - Land speculators and squatters
    - Music, dancing, storytelling
    - Early schools
    - Economic development

19. Summarize the important aspects of Alabama's entry into statehood.
    - Land surveys
    - Establishment of political boundaries
    - First constitution
        - Organization of the three branches of government
    - Governors William W. Bibb and Thomas Bibb

20. Explain reasons for the change in locations of Alabama's state capital.
    - St. Stephens
    - Huntsville
    - Cahaba
    - Tuscaloosa
    - Montgomery

21. Explain the importance of natural resources and land regions to the beginnings of industry and the development of Alabama's economy.
    - First factories
    - Advent of stagecoaches, railroads, steamboats
    - Development of plantation economy
    - Yeoman farmers

22. Compare local and regional life on plantations (owners and slaves) to the life of the townspeople and those who lived on small farms.

- Transportation
- Homes
- Arts
- Education
- Economics

  Examples: *Alabama Angels* by Mary Barwick,
  Alabama Angels in L.A. (Lower Alabama) by Mary Barwick

23. Analyze slavery's impact on Alabama's society.

- Psychological injustices
- Economic conditions
- Religious experience
- Codes/legal basis
- Family division
- Music
- Folk traditions

24. Explain reasons for Alabama's secession from the Union.

- Internal sectionalism
  - Slavery
  - States' rights
- Economic disagreements

25. Describe Alabama's role in the organization of the Confederacy.

- Secession convention
- Montgomery as first capital
- Inauguration ceremony for governmental leaders

26. Summarize major aspects of Alabama's role in the Civil War.

Examples: economic importance of the Port of Mobile, Selma as an armament center, Alabama troops in the Battle of Gettysburg

27. Describe hardships experienced by Alabamians as a result of the Civil War.

- Economic conditions
  - Collapse of economic structure
  - Destruction of infrastructure
- High casualty rates

28. Summarize aspects of the Reconstruction period in Alabama.

- Military rule

- Freedman's Bureau
- Carpetbaggers and scalawags
- Constitution of 1867
- Alabama's readmittance to the Union
- Role of Blacks in politics
- Sharecropping

29. Explain the development of industry and trade in Alabama, nationally and internationally, in the late nineteenth century using maps, globes, and time lines.
    - Major cities
    - Natural resources
    - Transportation systems

30. Explain Alabama's changing role of international trade in agriculture in the late nineteenth century.

31. Describe the role of Alabamians in the Spanish-American War.
    - Richmond Pearson Hobson
    - Dr. William Crawford Gorgas
    - Joseph "Fighting Joe" Wheeler

32. Understand the development of public and private education during the nineteenth century.

33. Describe aspects of Alabama society in the late nineteenth century.
    - Race relations
    - Culture
    - Lifestyles of people
    - Politics
    - Economic development

Alabama in the Twentieth Century and Beyond

34. Explain the impact of the voting rights revision in the Constitution of 1901.
    - Restriction of eligible voters
      Example: rights and responsibilities

35. Describe how certain technological advancements brought change at the beginning of the twentieth century.

    Examples: electricity, telephone, blast furnaces, cameras, typewriters, automobiles, streetcars

36. Recognize contributions made by Alabamians during the first half of the twentieth century.

- Julia Tutwiler
- George Washington Carver
- Booker T. Washington
- Helen Keller
- W. C. Handy
- Maria Fearing
- Hugo Black

37. Describe the economic conditions of Alabama in the early twentieth century.

- Industry
- Agriculture
- Poverty
  Example: plight of sharecroppers

38. Describe the role of Alabama's Rainbow Division in World War I.

Example: examining newspaper clippings about Alabama troops

39. Explain the effect of the economic boom of the 1920s and the era of the Great Depression on the different socioeconomic groups in Alabama.

- Overcropping
- Unemployment and poverty
- Federal programs
  - Tennessee Valley Authority (TVA)
  - Works Projects Administration (WPA)
  - Civilian Conservation Corps (CCC)
- Inflation

40. Describe the impact of World War II on Alabamians.

- Participants in the war
  Example: Tuskegee Airmen
- Black migration to the North and West
  - Economic motivations
  - Dreams of freedom
- Economic life
  - Women in the work force
  - Rationing and inflation

41. Identify recent governors of Alabama and their major programs.

Example: George C. Wallace—free textbooks

42. Describe the structure of state and local government in modern-day Alabama.

- State government
  - Executive
  - Judicial
  - Legislative
- Local government
  - Cities
  - Counties

43. Describe significant aspects of the Civil Rights Movement in Alabama.

- People
  Examples: Martin Luther King, Jr.; George C. Wallace; Frank M. Johnson; Rosa Parks
- Events
  Examples: Montgomery Bus Boycott, Birmingham church bombing, Selma-to-Montgomery March
- 1964 Civil Rights Act
- 1965 Voting Rights Act

44. Summarize the impact of the Civil Rights Movement on life in Alabama.

- Politics
- Culture
- Economics

45. Recognize Alabamians from the last half of the twentieth century who have made notable contributions to the state and the nation.

Examples: Oscar Adams, Tom Bevill, Harper Lee, Kathryn Tucker Windham, Howell Heflin, Hank Aaron, William Sibert, Lurleen B. Wallace, Alabama (singing group), Hugo Black, Percy Julian, Robert Van de Graaff

46. Describe Alabama's changing economy in the twentieth century.

- Technology
- Tourism
- Agriculture
- Alabama as part of the global economy

Examples: U.S. Space and Rocket Center, Alabama State Docks

47. Explain the role of Alabama's river systems in its technological and economic development.

Examples: Tennessee and Tombigbee waterways, Tennessee system, Black Warrior - Tombigbee System

48. Locate significant places in present-day Alabama.

- Cities
- Transportation routes
- Rivers
- Counties
- Tourist attractions

Examples: current aerial photographs, satellite maps, weather maps

49. Analyze the impact of the population growth on the natural environment.

- Cities
- Major road systems
- Demographics
- Natural resources

Fifth and Sixth Grade Overview

CONTENT EMPHASES

United States Studies: Beginnings to 1900

Contributions of Various Cultural Groups
Development of American Government
Role of Geography in Shaping History
Significant Individuals and Historic Events
Life of the Common People
Conflict and Cooperation

United States Studies: 1900 to the Present

Prominent Leaders and Significant Events
Technological Innovations
Population Movement
Growth of Cities and Industry
Domestic Relations and Foreign Policy

Fifth and Sixth Grade
Overview - United States Studies

Fifth and Sixth Grade students are involved in a two-year sequence of courses called United States Studies that focus on the chronological development of the United States. Through an integrated approach that includes historic, geographic, economic, political, social, and cultural perspectives, this course emphasizes the role various groups played in the development of American society. The two-year time frame allows for a deeper, richer experience with American literature, art, drama, music, and architecture.

United States Studies is organized chronologically by major time periods focusing on the four program goals. Information literacy skills are developed throughout the two-year sequence.

Time Periods

Grade 5—United States Studies: Beginning to 1900

- Beginnings: Prehistoric Settlements and Native American Life
- European Exploration and Early Settlement: 1400s - 1600s
- English Colonization: 1600s - 1763
- Gaining Independence: 1763 - 1783
- The Forming and Growth of a Nation: 1776 - 1859
- Civil War and Reconstruction: 1860-1877
- Westward Expansion/Transition: 1900

Grade 6—United States Studies: 1900 to the Present

- The Emergence of Modern America: 1900 - 1930
- The Great Depression and World War II: 1929 - 1945
- Postwar United States: 1945 - 1969
- Contemporary United States: 1970 - Present

In spite of some overlap in years between these time periods, using these conceptual divisions will allow a deeper exploration and richer understanding of the period under study. It is strongly advised that teachers clearly point out and discuss these overlaps with students. Time lines and other graphic organizers will help students form an accurate conception of the broad time span.

5th

Fifth Grade
United States Studies: Beginnings to 1900

In the Fifth Grade, students gain an understanding of the foundations of the United States from prehistoric times through the nineteenth century. This chronological treatment takes students from earliest settlements through the forming and growth of our nation to the brink of the twentieth century. Special emphasis is placed on the study of the founding documents and the development of American democracy; similarities, differences, and contributions of various cultural groups; and the emergence of a unique American culture.

THE FIRST THREE CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Extend the development of map and globe skills.
    - Features: Locate major geographic features associated with the study of America's history.
      Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges
    - Relative Location: Use cardinal and intermediate directions to describe the relative location of selected places in North America.
      Examples: Maine in the northeastern United States, Mexico to the south of the United States, the Atlantic Ocean on the eastern border of Georgia
    - Absolute Location: Use a grid system to describe the absolute location of selected places encountered during the study of America's history.
        - Latitude and longitude
          Example: comparing climates of places in America with countries of the origin of early settlers
        - Equator
        - Tropics of Cancer and Capricorn
        - Arctic and Antarctic Circles
        - Prime Meridian, International Date Line relative to North America and the world

- Directions: Extend orientation skills by following and giving specific cardinal directions and verbal instructions.
  Example: describing proposed trade and exploration routes through the eyes of the explorers
- Scale: Compare differences found on a variety of scales.
  Example: comparing a local area map with a map of a larger area such as Jamestown with the 13 colonies or with the North American continent

Information Literacy

2. Read, interpret, and organize information using a variety of sources and tools.
   - Charts
   - Globes
   - Graphs
   - Illustrations
   - Maps
   - Time lines
   - Tables

3. Apply reference skills in independent investigations of selected topics.
   - Atlases
   - Electronic resources
     Example: accessing information on the Internet
   - Dictionaries
   - Reference books
   - Media centers
   - Newspapers
   - Databases

Beginnings: Prehistoric Settlements and Native American Life

4. Describe the natural environment of North America.
   - River systems
   - Physical geography
     - Land forms
     - Natural regions
     - Native wildlife and vegetation
   - Natural resources

5. Explain the causes and effects of migration and settlement in prehistoric America.

   Examples: land bridge, diffusion of Indian culture

6. Discuss the progression of culture of the early American people.
    - Big game hunters
    - Hunters - Gatherers
    - Farmers

7. Analyze the different cultures of Native American groups by geographic regions.
    - Impact of the environment
      Examples: natural resources, society
    - Conflict and cooperation
      Examples: cultural differences, hunting rights, *Women in American Indian Society* by Rayna Green
    - Government
      Examples: intra-tribal, inter-tribal, *The Native Americans - An Illustrated History* by Michael Regan
    - Economy
      Examples: occupations, trading patterns, tools, weapons
    - Religion
      Examples: legends, *The Women Who Fell From the Sky: The Iroquois' Story* by John Bierhorst

European Exploration and Early Settlement: 1400s - 1600s

8. Assess the impact of the Age of Discovery upon European society.
    - European exploration
      Examples: Marco Polo, Prince Henry, *Prince Henry the Navigator* by Leonard Fischer, Bartolomew Dias, Vasco da Gama
    - Earliest explorers of North America
      Examples: Leif Ericson - "Leif the Lucky", *Leif Ericson and the Vikings* by Charnan Simon, Christopher Columbus,*Where Are You Going Christopher Columbus?* by Jean Fritz, *The Discovery of the Americas* by Maestro
    - Spanish exploration and settlement of North America
      Examples: Balboa, Magellan, Ponce de Leon, de Soto, Coronado, Cortés, Pizzarro, Father Serra and the California Missions
    - French exploration and settlement of North America
      Examples: Cartier, Champlain, Marquette, Joliet, LaSalle, fur trading posts

9. Describe the impact of the early European exploration and settlement on Native American cultures.
    - Cultural significance
      Examples: new foods, religion, breakup of families, languages, diseases, medicines, clothing
    - Conflict and cooperation

Examples: weapons, trade items, shelters, "Columbian Exchange"

10. Analyze the English settlement of North America.
    - Reasons
      Examples: religious freedom, trade and profit, adventure
    - Success of settlements
      Examples: economic, political, social
    - Interaction with native Americans
      Examples: crops, trade, land use
    - Interaction among colonies
      Examples: religion, land, trade, boundaries
    - Interaction with other nations
      Examples: land, hunting rights

English Colonization: 1600s-1763

11. Explain the significance of Jamestown as the first permanent settlement.
    - Leadership
      Examples: John Smith, John Rolfe, Lord De La Ware
    - Native American relationships
      Examples: Powhatan, Pocahontas
    - Economics
      Examples: cash crop (tobacco), plantation system, indentured servants, African slaves
    - Government
      Example: House of Burgesses
    - Society
      Examples: "starving time," families, *A Lion to Guard Us* by Clyde Robert Bulla

12. Explain the causes and effects of the French and Indian War.
    - Geographic
    - Political
    - Cultural

13. Describe the location and natural environment of the three primary groups—Northern, Middle, Southern—of English colonies.
    - Climate
      Examples: crops, health, housing styles
    - Land
      Example: mountain ranges as barrier to migration
    - River systems
      Examples: fall line, development of cities

- Forests
  Examples: shipbuilding, housing

14. Demonstrate an understanding of representative government in Colonial America.

    Example: Massachusetts town meetings

15. Explore the social changes that led to the Protestant Reformation.

    Examples: ethical values, laws, "established church" (Church of England)

16. Investigate the role of law in Colonial America by translating and interpreting primary and secondary sources.

    Examples: The Mayflower Compact, *The Mayflower Compact: Documents of Freedom* by Fran L. Dorovan, English common law

17. Discuss colonial trade routes and their impact on society.

    - Triangular Trade (slave trade)
      Example: *The First Passage: Blacks in the Americas 1502 - 1617* by Colin Palmer
    - Cotton/indigo trade in the southern colonies

18. Discuss the emergence of the American culture during colonization.

    - Daily life
      Examples: Noah Webster and the English language, types of work, use of land, leisure activities, *Race, Class, and Politics: Essays on American Colonial and Revolutionary Society* by Gary Nash, *Colonial Life* by Bobbie Kalmah
    - Religious influences
      Examples: Protestants, Puritans, Quakers, Anglicans, Catholics, *The Great Awakening* by George Whitefield, "Peaceable Kingdom" by Edward Hicks, Jonathan Edward's sermon "Sinners in the Hand of an Angry God"

19. Describe the culture of the African slaves in Colonial America.

    Examples: food, clothing, shelter, roles as workers, recreation, education, *Ancient Africa and the Atlantic Slave Trade: Voices in African American History*, Modern Curriculum Press, *The Kidnapped Prince: The Life of Olaudah Equiano* by Ann Cameron

Gaining Independence: 1763-1783

20. Explore the social factors and events leading up to the American Revolution.

- French and Indian War
  Examples: land, taxation, relationship with Indians, relationship with France
- British actions
  Examples: Stamp Act, Quartering Act, Writs of Assistance, Intolerable Acts
- Colonial reactions
  Examples: Boston Massacre, Boston Tea Party, boycotts, smuggling

21. Describe efforts of groups in the American colonies to mobilize support for independence from England.

    Examples: Minutemen, Committee of Correspondence, Sons of Liberty, First Continental Congress, "The Ride of Paul Revere" by Henry W. Longfellow

22. Describe the political and social differences among colonists in America.

    - Patriots
    - Loyalists

23. Summarize major points in the Declaration of Independence.

    - Purpose
    - Explanation
    - Grievances against King George III

24. Analyze the importance of selected writings related to American independence.

    Examples: *Common Sense* by Thomas Paine, Patrick Henry's "The Call to Arms" (Give Me Liberty or Give Me Death speech)

25. Explain the important people and events of the American Revolution.

    - Battles
      - Lexington-Concord
      - Bunker Hill/Breed's Hill
        Example: music - "Yankee Doodle"
      - Saratoga
      - Yorktown
    - Issues
    - Results
    - Personalities
      - John Paul Jones
      - Nathan Hale
      - George Washington
        Example: art - "Washington Crossing the Delaware" by Gilbert Stuart
      - Benedict Arnold
      - Francis Marion "Swamp Fox"

    - Cornwallis
- Home front
    - Women
      Examples: Molly Pitcher, Sybil Ludington, Deborah Sampson, Betsy Ross
    - Blacks
      Examples: Crispus Attucks, Salem Poor, Peter Salem

The Forming and Growth of a Nation: 1776-1859

26. Summarize the contributions of significant individuals to the establishment of the United States of America.

    Examples: Thomas Jefferson, Benjamin Franklin, James Madison, George Washington, Alexander Hamilton

27. Identify the reasons for the failure of the Articles of Confederation.

    Examples: individual currencies, unwillingness to help the Continental Army, inability to tax

28. Discuss the major aspects of the Constitutional Convention.

    - Major personalities and their roles
      Examples: James Madison, Ben Franklin, George Washington, Alexander Hamilton
    - Key issues
      Examples: Great Compromise, Three-Fifths Compromise
    - Results

29. Explain major concepts of the United States Constitution.

    - Three branches of government
    - Relationship between government and people
      Examples: voting, taxes, government services
    - Separation of powers
      Example: function and levels of government
    - Democratic republic
    - Checks and balances
      Example: *We the People* by Center for Civic Education

30. Distinguish among local, state, and national governments and identify representative leaders at these levels.

    - Mayor
    - Governor
    - President

31. Relate the significance of personal freedoms guaranteed in the Bill of Rights to the daily lives of citizens.

Examples: religious freedom, free speech, right to due process, trial by jury

32. Explain the impact of the War of 1812 on American culture.

- Burning of Washington, D.C.
  Examples: Dolly Madison, Jefferson's contribution to the Library of Congress
- "War Hawks"
- "Star Spangled Banner"
  Example: *Star Spangled Banner: Our Nation and Its Flag* by Margaret Jeden
- Battle of Horseshoe Bend
- Battle of New Orleans
  Example: "Battle of New Orleans" by Johnny Horton

33. Understand the importance of the Monroe Doctrine.

34. Describe the exploration of the frontier from the 1750s through the early 1800s.

- Daniel Boone
- Lewis and Clark
- Zebulon Pike

35. Identify geographic changes and acquisitions of the United States.

- Louisiana Purchase
- New states
- The Mason-Dixon Line

36. Discuss migration and trade patterns of Westward Expansion before the Civil War.

- Santa Fe Trail
- Oregon Trail
- Mormon Trail
- California Trail
- Gold Rush

37. Analyze the impact of technological changes on life in America from 1800 to 1860.

Examples: interchangeable parts, cotton gin, steam engine, water-powered turbine engine, Erie Canal, The National Road

38. Analyze sectionalism in America during the first half of the nineteenth century.

- Slavery

Examples: *Memoir and Poems* and *A Native African and A Slave* by Phillis Wheatley

- States' rights
- Personalities
  Examples: John C. Calhoun, Robert Brooks, John Brown
- Economic differences
  Examples: King Cotton versus factories
- Geographic influences
  Examples: rural, industrial, plantations

39. Examine major struggles within the nation and the resulting compromises.

- Texas statehood (Alamo)
- Compromise of 1850
- Fugitive Slave Act
- "Bleeding Kansas"
- Nebraska Act
- Dred Scott Decision

Civil War and Reconstruction: 1860-1877

40. Identify and discuss some American activists before the Civil War.

Examples: *The Liberator* by William Lloyd Garrison, Elizabeth Caty Stanton, Harriet Tubman, Harriet B. Stowe, *Narrative of the Life of Frederick Douglass* by Frederick Douglass, Henry Clay, John C. Calhoun, Sojourner Truth, Horace Mann, Dorthea Dix

41. Discuss how the campaign issues and results of the election of 1860 affected American society.

- Lincoln-Douglas Debates
- Slavery
- States' rights
- Lincoln's Inaugural Address

42. Explain the causes of the Civil War.

- Northern view
- Southern view

Examples: political, social, economic, *Across Five Aprils* by Irene Hunt

43. Examine the Anaconda Plan and its social and economic implications on the South.

44. Assess significant features of the Civil War.

- Battles and their social impact
  Example: Civil War photographs by Matthew Brady
  - Fort Sumpter

    - Bull Run
    - Antietam Creek
    - Vicksburg
    - Gettysburg
    - Mobile Bay
    - Sherman's March
    - Richmond
    - Appomattox
- Leaders
    - Robert E. Lee
    - Ulysses S. Grant
- Gettysburg Address
- Emancipation Proclamation
- Home front
  Examples: bread riots, hospitals, Clara Barton, spies

45. Analyze the social, political, and economic aspects of Reconstruction.

- Lincoln's assassination
  Example: "Oh Captain! My Captain" by Walt Whitman
- Political and social rights for ex-slaves
  Examples: Fourteenth and Fifteenth Amendments
- Carpetbaggers and scalawags
- Election of Ulysses S. Grant
- Rising anti-Black sentiment
  Example: emergence of white resistance groups, sharecroppers, tenant farmers

46. Explore the lasting cultural influences of the Civil War and Reconstruction.

- Literature
- Songs
- Social structure
* Architecture
* Food

Western Expansion/Transition: 1900

47. Explain the impetus for movement to the frontier during the nineteenth century.

- Economic
  Examples: fur trade, China trade, silver
- Geographic
  Examples: rich land, fisheries, minerals
- Political
  Examples: slavery, Manifest Destiny, Homestead Act
- Social/Cultural
  Examples: adventure, misplaced soldiers, displaced Blacks

48. Explain the interaction of man with the natural environment that occurred during the exploration and settlement of the frontier in America.
    - Hazards
      Examples: storms, droughts, floods
    - Methods of travel
      Examples: wagon, boat, railroad

49. Describe the major groups and selected individuals involved in westward expansion.
    - Settlers
      Examples: Donner family, Brigham Young, the Whitmans
    - Native Americans
      Example: the art of Frederick Remington
    - Ranchers
    - Miners
      Examples: in California, in Nevada, in Alaska
    - Explorers
      Example: John C. Fremont

50. Analyze the conflicts and cooperation between groups of people in the western U.S. in the mid-to-late 1800s.

    Examples: miners, cattle ranchers, sheep herders, immigrants working on railroads, soldiers, outlaws

51. Discuss the impact of the railroads on the development of the West.
    - Political
      Examples: tycoons, loss of Indian lands
    - Economic
      Examples: monopolies, trade with the East, labor
    - Social/Cultural
      Examples: buffalo annihilation, transportation

52. Discuss the impact of closing the frontier on Native American culture.
    - Changed way of life
    - Armed conflicts
      Examples: Wounded Knee, Custer's Last Stand, Geronimo, "I Will Fight No More Forever" by Chief Joseph

53. Describe features of the Spanish-American War.
    - Causes
      Examples: "Remember the Maine," yellow journalism, desire for global influence
    - Heroes Examples: Teddy Roosevelt, Fighting Joe Wheeler, Jack Pershing, Admiral Dewey, 9th and 10th Cavalry

- Consequences
  Examples: territorial acquisition, emergence of U.S. as major world power

54. Describe major changes in America from 1870 to 1900.
    - Industrialization
      Examples: labor, railroads, monopolies and mergers, “robber barons”, Horatio Alger, Rockefeller, Carnegie
    - Urbanization
      Examples: immigration, “The Melting Pot,” *How the Other Half Lives* by Jacob Riis, Jane Addams
    - Cultural changes
      Examples: women’s suffrage movement, expanding educational system, emerging writers and artists, establishment of unions, Tuskegee Institute and Booker T. Washington
    - Communication and technology
      Examples: Pony Express, Samuel F. B. Morse, Bell and the telephone, Trans-Atlantic cable

6th

Sixth Grade
United States Studies: 1900 to the Present

The Sixth Grade course focuses on modern America from the beginning of the twentieth century to present times. Because our world today is mostly affected by national and international events and changes after World War II, the thrust of this year's study is placed most heavily on recent history. Special emphasis is placed on the study of America as a world leader.

At the beginning of the course, the industrial, urban, and social changes in America from 1870-1900 are briefly reviewed as a transition into modern America. Many historians recognize this period of time as a turning point because of the emergence of the United States as a major world power after the Spanish-American War. There were economic and social changes as well, including new inventions in communication and transportation that occurred during this period.

THE FIRST THREE CONTENT STANDARDS ARE APPLIED THROUGHOUT THE COURSE.

Map and Globe Skills

Students will

1. Extend the development of map and globe skills.
    - Features: Locate major geographic features associated with America's history.
      Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges
    - Relative location: Use cardinal and intermediate directions to describe the relative location of selected places in North America.
      Examples: Maine in the northeastern United States, Mexico to the south of the United States, the Atlantic Ocean on the eastern border of Georgia
    - Absolute location: Use a grid system to describe the absolute location of selected places encountered during the study of America's history.
        - Latitude and longitude
          Example: comparing climates of places in America with countries of the origin of early settlers
        - Equator
        - Tropics of Cancer and Capricorn
        - Arctic and Antarctic Circles

  - Prime Meridian, International Date Line relative to North America and the world
- Directions: Extend orientation skills by following and giving specific cardinal directions and verbal instructions.
  Example: describing proposed trade and exploration routes through the eyes of the explorers
- Scale: Compare differences found on a variety of scales.
  Example: comparing a local area map with a map of a larger area such as Jamestown with the 13 colonies or with the North American continent

Information Literacy

2. Read, interpret, and organize information using a variety of sources and tools.
   - Charts
   - Globes
   - Graphs
   - Illustrations
   - Maps
   - Time lines
   - Tables

3. Apply reference skills in independent investigations of selected topics.
   - Atlases
   - Electronic resources
     Example: accessing information on the Internet
   - Dictionaries
   - Reference books
   - Media centers
   - Newspapers
   - Databases

The Emergence of Modern America: 1900 - 1928

4. Review major changes in America from 1870 to 1900.
   - Industrialization
     Examples: labor, railroads, monopolies and mergers, "robber barons", Horatio Alger, Rockefeller, Carnegie
   - Urbanization
     Examples: immigration, "The Melting Pot," *How the Other Half Lives* by Jacob Riis, Jane Addams
   - Cultural Changes

Examples: women's suffrage movement, expanding educational system, emerging writers and artists, establishment of unions, Tuskegee Institute and Booker T. Washington

- Communication and Technology
  Examples: Pony Express, Samuel F. B. Morse, Bell and the telephone, Trans-Atlantic cable

5. Explain why the phrase "end of the Frontier" is descriptive of America in the early 1900s.

   Examples: continental expansion complete, purchase of Alaskan territory, absorption of Indian culture

6. Explain the accomplishments and limitations of the Progressive movement.

   - Needs of an industrial society
     Examples: social reform, moral reform
   - Efforts to reform labor laws
   - Role of the media and the arts

7. Relate the causes of World War I and reasons for the entrance of the U.S. into the war to students' lives today.

   - Alliances (friendship), threats

8. Describe the impact at home and abroad of the United States' World War I involvement.

   - Problems of agriculture
   - Changing labor force
   - America's role in saving the allies
   - Sinking of *Lusitania*
   - Songs and slogans of the war
     - "Over There"
     - "Lafayette, We Are Here"
   - U.S. rejection of world leadership
     Examples: League of Nations, Versailles Treaty
   - Heroes
     Examples: national, state, "Sergeant York" movie

9. Discuss the technological advances in warfare as they impact upon society.

   - Machine gun
   - Tank
   - Submarine
   - Airplane
   - Gas and gas masks

10. Examine prominent leaders and significant people from 1900-1928.

- Politics
  - Examples: Theodore Roosevelt, William Howard Taft, Woodrow Wilson
- Industry
  - Examples: J. P. Morgan, Andrew Carnegie, William Randolph Hearst, John D. Rockefeller
- Science and Technology
  - Examples: Wright Brothers, Albert Einstein, Charles Lindbergh
- Fine Arts and Literature
  - Examples: John Phillip Sousa, George and Ira Gershwin, George M. Cohan, Scott Joplin, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederick Remmington

11. Explain how principles of scientific management and technological innovations influenced production, work, and daily life.

- Light bulb
  - Edison
- Automobile assembly lines
  - Ford
- Rapid transit
- Household appliances
  - Singer
- Radio
  - Marconi
- Aviation
  - Wright Brothers
- Telephone
  - Bell
- Business
  - Otis, Westinghouse

12. Describe the impact of the Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments on U.S. life, past and present.

13. Illustrate how the political geography of the U.S. changed from the end of the Spanish-American War through the 1920s.

- Overseas
  - Examples: Philippines, Guam, Cuba, Panama Canal
- Within the U.S.

14. Relate the growth of cities and industries to the location of natural resources.

- Industries
  - Examples: Roosevelt Dam, oil drilling
- Cities

Examples: Birmingham, Pittsburgh

15. Describe patterns of population movement.

    Example: migration of rural southerners to big cities

16. Describe the magnitude and significance of the immigration movement from 1900 to 1928.

    - Countries and cultures from which immigrants came
    - Importance of Ellis Island
      Example: "Colossus" by Emma Lazarus
    - Impact on industry and agriculture
    - Immigration laws of 1920s
    - Cultural differences and similarities
      Examples: religion, customs, neighborhood

17. Demonstrate an understanding of the reasons for hardships and struggles faced by various groups of people in America during the 1920s.

    Examples: lack of high-paying jobs, educational opportunities, technological advances, "Little Orphan Annie"

18. Discuss characteristics and distinctive features of life in America during the 1920s.

    Examples: clothing, dance, speakeasies, sports (Babe Ruth), inventions, architecture, music, Prohibition, Harlem Renaissance ("Dream Variations" by Langston Hughes), Charles Lindbergh

The Great Depression and World War II: 1929 - 1945

19. Identify the contributing factors of the stock market crash of 1929 and the Great Depression.

    Examples: economic policies of the Harding and Coolidge administrations, unemployment, failed banks, collapse of farm economy

20. Describe the impact of the Great Depression on American economic and cultural life.

    Examples: politics, economics, society, art, literature, music, military, migration patterns, Dorthea Lange's photography

21. Discuss the disasters of the early 1900s.

    Examples: Titanic, Hindenburg

22. Analyze racial and ethnic conflict during the 1920s and 1930s.

Examples: Red scare, Ku Klux Klan activities, Black migration to northern cities, immigrants

23. Explain how Franklin D. Roosevelt's New Deal programs affected American workers.

Examples: National Recovery Act (NRA), Tennessee Valley Authority (TVA), Rural Electrification Act, Civilian Conservation Corps (CCC), Social Security Act, Agricultural Adjustment Act (AAA), Housing Act of 1937

24. Explain the significance of the bombing of Pearl Harbor and the United States' entrance into World War II.

Examples: social and military implications

25. Identify the key political leaders in World War II.

- Allies
  - Roosevelt
  - Churchill
  - Truman
  - Stalin
- Axis
  - Hitler
  - Hirohito, Tojo
  - Mussolini
- Military and political leaders
  - Roosevelt
  - Churchill
  - Hitler
  - Stalin

26. Demonstrate an understanding of key military strategies and activities of World War II.

- Military campaign in the African and European theaters
  Examples: El Alamein, Normandy, Battle of the Bulge
- Military campaigns in the Pacific theaters
  Examples: Tarawa, Saipan, Iwo Jima, Okinawa, Midway
- Economic and human cost
  Examples: Holocaust, *The Diary of Anne Frank*, global casualities
- Bombing of Hiroshima and Nagasaki casualties

27. Assess the impact of World War II on American culture.

- Industrialization of the country
  Examples: retooling of factories, "Rosie the Riveter"
- Scientific and technological development
- Restrictions of personal and civil rights
  Examples: selective service, rationing, internment camps, censorship of the press
- National heroes
  Examples: McArthur, Eisenhower, Audie Murphy, Patton, Nimitz
- State heroes

Example: Red Erwin

- Role of women
    Examples: the work force, military (WACs, WAVES, USO), heads of family
- Fine arts
    Examples: big bands, jitterbug, "Kilroy was here," Duke Ellington

Postwar United States: 1945 - 1969

28. Evaluate changes in the United States after World War II.

- Economic
    Examples: consumerism, instant credit, job market, industrial changes, GI Bill
- Technological
    Examples: transportation, communication, industry
- Military
    Example: desegregation of the military

29. Describe American society and culture of the 1950s "Baby Boom."

Examples: suburbs, consumer culture, television age, rise of youth-centered entertainment, automobile, decay of inner city, Elvis Presley, *Mickey Mouse Club*, *I Love Lucy*, *American Bandstand*

30. Describe the social and cultural implications and significant events of the Cold War.

- Berlin airlift
    Examples: humanitarian aid, "Iron Curtain"
- Korean conflict
    Examples: North vs. South Korea, "Bamboo Curtain"
- Red Scare
    Examples: McCarthyism, "black list," Hollywood, bomb shelters, air raid drills
- Berlin Wall
    Examples: division of East/West Germany, Checkpoint Charlie
- Cuban missile crisis
    Examples: Castro, Khrushchev, Bay of Pigs, first threat of nuclear warfare
- Vietnam War
    Examples: North versus South Vietnam; domino theory, expense, length, heroes, Jeremiah Denton
- Space race
    Examples: Sputnik; "Miss Baker," the monkey; Alan Shepherd; Neil Armstrong; Huntsville

31. Contrast domestic policy of postwar presidents from the 1940s through the 1960s.

- Truman's "Fair Deal"
- Eisenhower's "Peace and Prosperity"
- Kennedy's "New Frontier"
- Johnson's "Great Society"

32. Understand the key events and people in the Civil Rights movement.

- National
    - *Brown v. Board of Education of Topeka, Kansas*
    - Dwight Eisenhower
    - March on Washington
    - Martin Luther King
    - Civil Rights Act of 1964
    - Lyndon B. Johnson
    - Voting Rights Act of 1965
    - "The Year of Chaos 1968"
- State
    - Montgomery Bus Boycott
    - Rosa Parks
    - The Selma March
    - Freedom Riders
    - George Wallace
    - Birmingham church bombing
    - Eugene "Bull" Conner
    - The University of Alabama

33. Understand the social/cultural implications of the Vietnam War for America.

Examples: protests, Kent State, popular culture, challenging of authority, returning veterans, POWs, MIAs

Contemporary United States: 1970 - Present

34. Explain the affects of Richard Nixon and Watergate on the public perception of the office of president.

35. Evaluate the effectiveness of the Nixon, Ford, Carter, Reagan, and Bush administrations.

- Environmental
    Examples: Clean Air Act, Environmental Protection Agency, Endangered Species Act, surface mining in Alabama
- Social
    Examples: Equal Rights Amendment, Supreme Court ban on school prayer, protection of the handicapped

- Political
  Examples: opening relations with China, Middle East peace talks, Strategic Arms Treaty with Soviet Union, regime in El Salvador, Iran-Contra scandal, collapse of the Iron Curtain and Berlin Wall, Desert Shield and Desert Storm
- Economic
  Examples: involvement in developing countries, reduction in military spending, "Read my lips—no new taxes."

36. Explain the dynamics of a politically divided government.

    Examples: Republican Congress and Democratic Executive branch, Democratic Congress and Republican Executive branch

37. Compare the "frontier" concept in modern America to earlier concepts of the frontier.

    - Space
    - Oceanic exploration

38. Demonstrate an understanding of the American economy and economic decision making on American society.

    - Intradependence of U.S. decisions
      Examples: imports and exports, supply and demand, inflation, deficit spending, advantages of free trade
    - Interdependence of world and U.S. decisions
      Examples: shoes, clothing, electronics, OPEC/gasoline, transportation

39. Analyze the environmental and social consequences of humans changing the physical environment.

    - TVA and U.S. Army Corps of Engineers' damming of rivers
    - Construction of interstate systems
    - Strip mining
    - Destruction of wetlands
    - Clear cutting of timber

40. Describe the impact of technological innovations on American life from the 1970s to the present.

    - Economic
      Examples: robotics, computer revolution, rapid rail system, satellite communication in the twentieth century
    - Social/Cultural
      Examples: microwaves, electricity, television, computers, Internet, satellite, music, video games, cellular phones, compact disks
    - Political

Examples: C-SPAN, sound bites, television and radio advertising

41. Describe the impact of and reasons for the influx of immigrants on American life in the twentieth century.

Examples: religious diversity, language, internment labor, health care, welfare system

42. Discuss the social issues of the 1990s from differing perspectives.

Examples: urban violence, drug traffic, affirmative action, juvenile crime, obsession with sports

7Th - Citizenship

Seventh Grade Overview

CONTENT EMPHASES

Citizenship

Founding Documents
Criminal, Civil, and Juvenile Law
Role of the Consumer
Money Management
Rights and Responsibilities of Citizens
Civic Problem Solving

World Geography

Spatial Information
Map Interpretation
Regions
Human Populations
Resources

Seventh Grade Overview

The development of civic responsibility requires specific instruction in the components of citizenship that include an understanding of representative democracy, law, personal economics, and civic responsibility. The placement of the Citizenship course at the seventh grade level serves as a bridge between the curriculum emphases in the elementary and secondary grades. The Citizenship course provides an instructional emphasis to foster the student's desire to assume responsibility for his/her actions and fosters the development of a productive role in society.

The World Geography course places emphasis on the knowledge and skills that allow the students to develop a geographical perspective. The six essential elements of geography form a framework within which major geographic concepts are introduced. This conceptual approach allows teachers to select specific world regions or countries for in-depth studies. This course enhances the chronological study of world history at the Eighth and Ninth Grades and U.S. History in the Tenth and Eleventh Grades by providing a geographic foundation to understanding landscapes on which human history has evolved.

Both courses are arranged thematically.

Citizenship

- Representative Democracy
- Law
- Personal Economics
- Civic Responsibility

World Geography

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- Uses of Geography

Seventh Grade Citizenship

This one-semester course is designed to provide students with basic knowledge and skills for functioning in modern American society. The workings of the American government and economy are studied as students explore the active role of citizens in the United States. Application to students' individual lives is stressed throughout the course as students acquire and apply information and skills to issues and problems in contemporary society. The following topics are to be explored in this course.

- Representative Democracy
- Law
- Personal Economics
- Civic Responsibility

Representative Democracy

This section focuses on the foundations and organization of representative democracy in the United States. Emphasis is placed on understanding the framing documents of American government and their relevance to our lives today. This component establishes the groundwork for developing knowledge, skills, and behaviors needed for active, responsible participation at the community, state, and national levels.

Law

In this section, students examine the American justice system. Consideration is given to civil and criminal laws, particularly those affecting Alabama's youth.

Personal Economics

Students gain knowledge of the basic elements of economics, their influence on the American consumer, and the role of the consumer in the marketplace. Personal finance principles are studied and then applied to life situations.

Civic Responsibility

Students recognize the meaning and importance of their responsibilities in a representative democracy and develop an appreciation of the need for creative thinking, strong ethical standards, and courageous action as citizens in today's society. Students explore the political process, the role of civic leaders, and the value of contributing to the general welfare and betterment of society while maintaining the rights of the individual.

Representative Democracy

Students will

1. Explain the significance and relevance of the U.S. founding documents.
   - The Declaration of Independence
   - The Constitution
     - Preamble
     - Three branches of government
     - System of checks and balances
   - The Bill of Rights

2. Discuss the essential characteristics of American democracy.
   - The source of authority
   - Representative government
   - Limited government
   - Constitutional government

3. Explain the historical background of Alabama's Constitution and its impact.

4. Explain the American political system.
   - Organization and functions of political parties, campaigns, and elections
   - Process of selecting political leaders
     - Nomination
     - Primary election
     - Referendum
     - People's initiative
     - Appointment
   - Identity of major office holders
     - Community
     - State
     - Nation
   - Evaluation of actions of public officials

5. Compare the American government with other governmental systems.

   Examples: monarchy, dictatorship, theocracy

7Th - Citizenship

Law

6. Describe the organization, functions, and jurisdiction of courts within the American judicial system.
   - Local, state, national
   - Juvenile, adult
   - Civil, criminal

7. Explain the kinds of law.
   - Criminal law
     - Crimes against persons
       Examples: homicide, assault and battery
     - Crimes against property
       Examples: arson, vandalism, robbery
     - Other
       Example: substance abuse
   - Juvenile law
     - Distinction between juvenile and adult
     - Reasons for having separate system
     - Juvenile justice procedures
     - Juvenile rights
   - Civil law
     - Housing laws
     - Family laws
     - Labor laws
     - Contract laws
     - Tort laws

8. Explain the constitutional rights of citizens.
   - Due process
     Examples: search and seizure, arrest, preliminary hearing, appeal of verdicts, parole
   - Habeas Corpus
   - Speedy and public trials
   - Right to counsel
   - Trial by jury
   - Right against self-incrimination
   - Religious expression
   - Freedom of speech
   - Freedom of press
   - Freedom of association and assembly
   - Right to privacy
   - Right to equal protection
   - Right to bear arms

Personal Economics

9. Analyze the impact of the consumer in the marketplace.
   - As a consumer
   - As a citizen
   - As a worker

10. Explain the basic elements of economics as they apply to consumers.
    - Scarcity
    - Opportunity costs
    - Cost/benefit analysis
    - Characteristics of a market economy
    - Supply and demand

11. Apply the principles of money management to the preparation of a personal budget.

    Examples: housing, transportation, food, clothing, medical expenses, insurance

12. Apply the principles of money management to the various services provided by financial institutions.
    - Checking
    - Savings
    - Loans
    - Investments

13. Analyze the costs and benefits of using credit.
    - Credit cards
    - Loans

14. Apply principles of money management to purchases.
    - Comparison shopping
    - Brand-name buying

15. Identify the laws protecting the rights of consumers and the avenues of recourse for the violation of those rights.
    - Local, state, federal
    - Consumer protection agencies and organizations

Civic Responsibility

16. Explain the difference between citizens and noncitizens and the way that U.S. citizenship is acquired.

7Th - Citizenship

17. Evaluate the responsibilities of citizens.

- Personal responsibilities
  - Getting an education
  - Choosing a career
  - Providing for oneself and one's family
  - Saving for the future
  - Behaving in a civil manner
- Civic responsibilities
  - Obeying the law
  - Paying taxes
  - Being informed
  - Monitoring public officials
  - Participating in the political process
    Examples: voting, working in a campaign, holding office, attending rallies, writing letters, petitioning
  - Serving on a jury
  - Serving in the armed forces

18. Discuss the influence of the media on American life.

- Voter
- Consumer

19. Apply a civic problem-solving model.

- Identifying a problem
- Gathering information
- Generating possible solutions
- Selecting the most appropriate solution
- Developing an action plan
- Implementing the plan

Examples: recycling, revitalization of neighborhoods, tax support for public services, curfews, teen issues

Seventh Grade
World Geography

This one-semester study of geography in the Seventh Grade emphasizes the knowledge and skills necessary to develop a geographic perspective. By the end of this course, students should understand the fundamental physical and human patterns on the Earth's surface as well as the processes that created these patterns. Representative areas of the world should be selected for detailed studies of the content standards. In this course students learn how to apply a geographic perspective to the past, present, and future. This Seventh Grade study of Geography supports the study of World History in the Eighth and Ninth Grades as well as the study of U.S. History in the Tenth and Eleventh Grades. The six essential elements of geography are used to organize the content standards. Geographic skills and perspectives (*Geography for Life*, 1994) are interwoven throughout the content standards.

Geographic Elements

- **The World in Spatial Terms**
  The structuring of geographic information, the ordering of knowledge into real and mental maps, and the spatial analysis of that information
- **Places and Regions**
  The basic units of geography and how those units are organized differently by different people
- **Physical Systems**
  Physical and environmental phenomena, such as land forms and climate, and their interaction through ecosystems, renewable resources, and the hydrologic cycle
- **Human Systems**
  Human populations and their economic activities, migration patterns, settlement patterns, territorial arrangements, and political conflicts
- **Environment and Society**
  Interaction between physical and human systems and identification of the central role of resources in environment-society links
- **Uses of Geography**
  A component to understand the past, interpret the present, and plan for the future

Geographic skills provide the necessary tools and techniques for students to think geographically. They enable students to observe patterns, associations, and spatial order as they are asking geographic questions; acquiring, organizing, and analyzing geographic information; and answering geographic questions.

Geographic perspectives specifically addressed in this course are a spatial perspective and an ecological perspective. Students will gain experience in applying a spatial perspective through the inquiry of where and why (space and place) the human experience occurred in a particular place. An ecological perspective will be developed and applied through the examination of the connections and relationships between and among the living and nonliving elements on Earth.

Technology use is vital to this course. The use of spatial databases, Internet resources, census information, remotely sensed imagery, and virtual maps including daily television weather maps will enhance instruction. Students also benefit from the integration of content from other subject areas such as mathematics, earth science, and language arts.

The World in Spatial Terms

Students will

1. Explain map essentials: type, size, shape, distance, direction, location, scale, symbols.
    - Reference and thematic maps, topographic and planimetric maps
    - Globes
    - Map projections
    - Aerial photographs
    - Satellite images
    - Latitude and longitude
    - Cardinal and intermediate directions
    - Fractional, graphic, and verbal scale
    - Conventional symbols used in atlases
2. Illustrate spatial information using data, symbols, and colors to create thematic maps.

    Examples: patterns of population, economics, rainfall, vegetation, landforms, hurricane tracks over several seasons, international trade in commodities
3. Illustrate graphically and analyze the distribution of major physical and human features on Earth's surface using different scales.

    Examples: Physical features—continents, mountain chains, oceans, rivers, climate
    Human features—countries, cities, population, economy, language, religion, resources
4. Evaluate the spatial arrangement of urban and rural land-use patterns in the local community or in a nearby community.
    - Commercial
    - Residential

- Industrial
- Agricultural
- Mining

Places and Regions

5. Locate selected countries, cities, and physical features on maps, globes, and satellite images.

6. Identify physical and human criteria used to define regions at different spatial scales.

   Examples: hemispheres, regions within continents or countries, city boundaries, school districts, developed and less developed regions of the world

7. Evaluate the impact of human activity on landscapes over time using maps, graphs and satellite-produced images.

   Examples: agricultural patterns in different areas of the world, tree clearing in rain forests, damming of rivers and destruction of wildlife habitats, urban growth, land use change

8. Compare the physical and human characteristics of places using observation data and geographic resources.

   Examples: soils, landforms, vegetation, wildlife, religion, language, politics, population, land use

9. Relate place names with cultural and/or political perspectives.

   Example: names given to places or regions to symbolize an event or principle or to honor a person or cause

10. Relate the use of technology to the way culture groups perceive and use places and regions.

    Example: Air conditioning in the southern U.S. increases productivity and encourages migration into the South.

Physical Systems

11. Explain patterns in the physical environment within the context of physical processes.

    Examples: tectonic processes and continental drift, ocean and atmospheric circulation, erosion, Earth-Sun relationships and seasons, weather and climate, renewable and nonrenewable resources

12. Predict the short- and long-range effects of extreme weather phenomena and human activity on the physical environment.

Examples: hurricane's impact on a coastal ecosystem, heavy rainfall on hill slopes after deforestation

13. Describe ecosystems and explain why they differ from place to place.

Examples: differences in soils, climates, topography, and populations

14. Identify changes over time in a nearby ecosystem resulting from human intervention.

Examples: natural wetlands being replaced by farms, forests and farmland being replaced by housing developments

Human Systems

15. Describe human populations on the Earth's surface.

- Characteristics
  Examples: birth rate, death rate, life expectancy, population density
- Distribution
  Examples: dot maps and choropleth maps of population concentration or dispersal, population pyramids
- Migration
  Examples: rural to urban migration, southerners into northern areas of the United States in the twentieth century, northerners into the southern region in the late twentieth century, movement of Mongols across Asia and into Europe in the thirteenth century

16. Identify ways in which communities reflect the cultural background of their inhabitants.

Examples: distinctive building styles, billboards in Spanish, foreign language advertisements, ethnic restaurants

17. Relate economic activity of a region within its geographic context.

Examples: mining coal and other resources, irrigation and agriculture, sport franchise, impact on the local or regional community of the gain or loss of certain economic activities

18. Evaluate trading patterns of the United States and other countries related to locations.

Examples: petroleum, wheat, cotton, automobiles, textiles

19. Discuss major industries in the United States from the perspective of how geography and the factors of production helped determine the locations of manufacturing plants.

Example: those producing steel, aircraft, automobiles, food products, textiles, apparel

20. Identify major agricultural and urban settlement types and the geographic reasons for their location.

    Examples: plantation, subsistence farming, truck-farming communities, port city, governmental center, planned city, single-industry city

21. Explain factors that contribute to conflict within and between countries.

    Examples: use of land, economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations

Environment and Society

22. Evaluate the environmental effects of human actions on the four basic components of Earth's physical systems.

    - Atmosphere
      Examples: effects of ozone depletion, climate change
    - Biosphere
      Examples: the effects of deforestation, reduction in biodiversity
    - Lithosphere
      Examples: the effects of land degradation, gully erosion
    - Hydrosphere
      Examples: the effects of pesticides and non-point pollution washed into river systems, decline of quality groundwater

23. Identify the significance of major technological innovations that have been used to modify the physical environment, both in the past and in the present.

    Examples: the effects of the introduction of fire, steam power, diesel machinery, electricity, work animals, explosives

24. Explain how the characteristics of different physical environments affect human activities.

    Examples: how people in Siberia, Alaska, and other high-latitude places deal with the characteristics of tundra environments such as frost heaves, freezing of public utilities, very short growing seasons; how people in low latitudes deal with tropical heat and high humidity with mid-day siestas

25. Explain the ways humans prepare for natural hazards.

    Examples: earthquake preparedness, constructing houses on stilts in flood-prone areas, designation of hurricane or tornado shelters and evacuation routes in hurricane- and tornado-prone areas

26. Describe world patterns of resource distribution and utilization by mapping and discussing such natural resources in terms of the locations of major deposits.

Examples: petroleum, coal, copper, iron ore

27. Relate the importance of energy resources to the development of human societies.

Examples: wood and water to people settling in new lands, natural gas for heating and cooling of buildings, coal for factories

The Uses of Geography

28. Identify changes over time indicating the process of urban growth in the United States.

- Site characteristics
- Situations
- Function

29. Assess the role of different land-survey systems in establishing contemporary landscape patterns by examining maps.

Example: comparing the history and landscape of a metes-and-bounds state, such as Georgia, with a rectangular land-survey system state such as Alabama

30. Evaluate the geographic impact of using major energy sources in the twenty-first century.

Examples: petroleum, coal, nuclear power, solar energy

31. Analyze a geographic issue developing sound arguments in favor of recommendations for specific actions on the issue.

Examples: building a dam and reservoir, construction to revitalize a downtown area, siting of a new landfill

32. Assess the balance between the negative impact of human habitation on the environment and the need for natural resources thought essential to sustain human life.

Eighth and Ninth Grade Overview

CONTENT EMPHASES

World History and Geography to 1500

The Beginnings of Civilization
Classical Studies
Major World Religions
Eastern Heritage
Native Cultures in Africa and the Americas
The Middle Ages
The Spread of New Ideas
Development of Competitive State Systems

World History and Geography Since 1500

Exploration, Colonization, and
 The Commercial Revolution
Revolution and Romanticism
Economic Expansion
The Renaissance

Eighth and Ninth Grade Overview - World History and Geography

Eighth and Ninth Grade students are engaged in a two-year course studying the chronological history of the world. This course addresses a broad range of content focusing on the four integrative program goals. Because accounts of human experience draw from many sources and influence the contemporary world, the Eighth and Ninth Grade course places equal emphasis on these.

Essential elements of geography - It is imperative that students apply the elements of geography within historical context. Students must have a concrete knowledge of physical geography to understand its impact on economics, population distribution, cultural development, and cultural diffusion. Students should associate the effects of these geographical factors on political activity over time.

Time lines - It is essential that students develop the ability to think chronologically.

Utilization of various literary sources - Historical fiction, essays, biographies, primary-source documents, legends, folk tales, poetry, plays, songs, and myths provide a vehicle for students to explore historical and geographical concepts and events. Literature also enables students to gain insights into other cultures and lives of people at various times.

Current events - Understanding contemporary events and relating them to the past are essential to a relevant social studies course. Current events should be included as an ongoing integral part of the course.

Technology - It is essential that students understand the importance of technological changes that have shaped modern society. Technology should be utilized as a component of instruction to enable students to compete in a rapidly changing world. Computer software and Internet access provide opportunities for students to explore historical and geographical concepts.

Time Periods

Eighth Grade - World History and Geography to 1500

- Early Civilizations to 500 B.C.
- Classical Civilizations: 500 B.C. to 500 A.D.
- World Expansion of Agrarian and Commercial Civilizations: 500 A.D. to 1500 A.D.

Ninth Grade - World History and Geography Since 1500

- The Emergence of a Global Age: 1500 to 1650
- The Age of Revolutions: 1650 to 1815
- The Age of Isms: 1815 to 1914
- Era of Global War: 1914 to 1945
- The World from 1945 to the Present

Eighth Grade
World History and Geography to 1500

Eighth Grade World History and Geography to 1500 directs students to think critically about the various forces that combined to shape the world today. Emphasis is placed on geographic impact, development of civic knowledge/responsibilities, and emerging economic systems within a chronological context.

Critical thinking and analysis are important in this course; consequently, asking questions about societies and comparing and contrasting civilizations over time are essential. Through historical inquiry, students need not focus on world history and geography as endless factual detail; rather, they may gain an understanding and appreciation of history as an exciting story of people much like themselves at other times and places.

Early Civilizations to 500 B.C.

Students will

1. Evaluate the minimum components essential for the development of a civilization.
    - Technology
    - Division of labor
    - Government
    - Calendar
    - Writing
2. Compare the significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys.
    - Natural environment
    - Urban development
    - Social hierarchy
    - Written language
    - Ethical and religious belief system
    - Government and military institutions
    - Economic systems

NOTE: Efforts have been made to follow the Pinyin method of spelling with Chinese terms.

Classical Civilizations: 500 B.C. to 500 A.D.

3. Compare the development of major world religions, philosophies, and their key tenets.
    - Judaism
    - Hinduism
    - Confucianism and Taoism
    - Christianity
    - Buddhism

4. Analyze the cultural contributions of Classical Greece.
    - Politics
      Examples: polis, democracy
    - Intellectual life
      Examples: Sophists, Socrates, Plato, Aristotle
    - Arts and architecture
    - Science

5. Compare the Hellenic and the Hellenistic world.
    - Role of Alexander the Great
    - Geographic features
    - Political and military factors
    - Intellectual life
    - Cultural interaction and religious diversity
    - Economic features

6. Analyze the key factors in the expansion of the Roman Republic.
    - Influence of geography
    - Organization of the government
    - Plebeians versus patricians
    - Roman army
    - Relations with conquered peoples

7. Evaluate the transformation of Rome from Republic to Empire.
    - Collapse of the Republic
    - Reforms of Augustus
    - Pax Romana
    - Imperialism
    - Economic factors
      Examples: agriculture, trade, manufacturing, taxes

8. Assess the Roman cultural contributions.
    - Roman law and political theory

- Citizenship and slavery
- Architecture and engineering
- Religions
- Sculpture and painting
- Literature
- Latin language

9. Trace important aspects of the diffusion of Christianity.
   - Relationship to Judaism
   - Missionary impulse
   - Organizational development
   - Transition from persecution to acceptance in Roman Empire
   - Church doctrine

10. Analyze the reasons for the decline and fall of the Roman Empire.
    - Economic and social decline
      Examples: class divisions, alienation, depopulation
    - Influence of Christianity
    - Political and military problems
    - External factors
      - Provincial disorder
      - Loss of trade
      - Tribal migrations and attacks
    - Size and diversity

11. Interpret elements of classical civilization in India.
    - Religions
    - Arts and literature
    - Philosophies
    - Empires
    - Social structures
      Example: caste system

12. Interpret elements of classical civilization in China.
    - Religions
    - Politics
      Examples: Chi'n Dynasty, weapons, military unification, the Great Wall
    - Centrality of the family
      Example: Mandate of Heaven
    - Zhou and Han Dynasties
    - Inventions
      Examples: paper, gunpowder, porcelain
    - Economic impact of the Silk Road and European trade

- Dynastic transitions

World Expansion of Agrarian and Commercial Civilizations: 500 A.D. to 1500 A.D.

13. Analyze the rise of the Byzantine Empire, its institutions, and its legacy.

    - Shift of the Roman Empire from the west to the east
    - Emperors
        - Constantine
        - Justinian
    - Code of Justinian
    - Preservation of heritage of antiquity
    - Art and architecture
      Examples: Hagia Sophia, mosaics, icons
    - Establishment of Eastern Orthodox Church
    - Strengths and weaknesses

14. Assess the characteristics and spread of Islamic civilizations.

    - Mohammed and the origins of Islam
    - Geography
    - Political/religious diversity
      Examples: Suni, Shia
    - Role of women
    - Islamic expansion
    - Arts and literature
    - Science, mathematics, and medicine
    - Preservation and transmittal of ancient Greek and Indian works
    - Invasion of India

15. Evaluate the forces and institutions that shaped the early Middle Ages in Europe.

    - Invasions
      Examples: Huns, Franks, Angles, Saxons, Visigoths, Magyars, Vikings, Muslims
    - Early medieval church
      Examples: papacy, monasticism
    - Military leaders
      Example: Charlemagne
    - The Norman Conquest
    - Agricultural methods
    - Manoralism
    - Feudalism

16. Analyze the characteristics of Japan's Classical Age.

- Political
  Examples: feudalism, the Kamokura
- Economic
- Religious
- Cultural

17. Analyze the characteristics of the Middle Empire in China.

- Continuity of civilization
- The great dynasties
- Golden Age of art and culture
  Examples: painting, porcelain, poetry, Li Po, Tu Fu
- Rise of domestic and foreign trade
- Mongol contributions

18. Explain the development of the early Russian state.

- Rise of Kiev
- Conversion to Orthodox Christianity
- Geography and peoples of Central Asia
- Mongol conquest (Tartar Yoke)
- Relations with Western Europe
- Rise of Muscovy
- Trade system

19. Analyze the forces and institutions that shaped Western Europe in the High Middle Ages (1000-1350 A.D.).

- Growth of trade and towns
- The Church
- Scholasticism
- Crusades
- Politics
  - France
    Examples: kingship, the Estates, Parliaments, Louis IX, Eleanor of Aquitaine
  - England
    Examples: William the Conqueror, Magna Carta, Model Parliament
  - The Holy Roman Empire
    Example: Frederick Barbarossa
- Cultures

20. Compare the characteristics of African civilizations.

- Geography
- Religions
  Examples: Islam, Christianity, indigenous

- Economics
- Empires
  Examples: Ghana, Mali, Songhai
- Cultures

21. Evaluate Pre-Columbian cultures in the Americas.

    - Olmecs
    - Mayans
    - Aztecs
    - Incas
    - North Americans

22. Analyze events and factors for change in late medieval civilization (1350-1500).

    - European topography
    - Crusades
    - Hundred Years' War
    - Black Death
    - Expansion of agricultural productivity
    - Rise of middle class
    - Exploration and world trade

23. Trace the origins of the Italian Renaissance.

    - Effects of the Crusades
    - Commercial prosperity
    - Islamic science and culture
    - Political changes
    - Art and architecture
    - Early vernacular literature

Ninth Grade - Twelfth Grade Social Studies Program

Students in Grades 9-12 must complete four Social Studies courses as described in §16-6B-2(b)(4) Code of Alabama and in the Graduation Requirements as prescribed by the State Board of Education (Appendix C).

The *Alabama Course of Study: Social Studies* defines the four courses required for the Alabama High School Diploma and the Alabama High School Diploma with Advanced Academic Endorsement. The core content of each course is expressed as content standards.

Courses Required for Graduation

NINTH GRADE	World History and Geography Since 1500
TENTH GRADE	United States History and Geography: Beginnings to 1900
ELEVENTH GRADE	United States History and Geography: 1900 to the Present
TWELFTH GRADE	American Government Principles of Economics

IB History of the Americas I may be substituted for U.S. History, and IB History of the Americas II may be substituted for American Government and Principles of Economics.

Ninth Grade
World History and Geography Since 1500

Ninth Grade World History and Geography Since 1500 directs students to think critically about the various forces that combined to shape the world today. Emphasis needs to be placed on geographic impact, development of civic knowledge/responsibilities, and emerging economic systems within a chronological context.

Critical thinking and analysis are important in this course; consequently, asking questions about societies and comparing and contrasting civilizations over time are essential. Through historical inquiry, students need not focus on world history and geography as endless factual detail; rather, they may gain an understanding and appreciation of history as an exciting story of people much like themselves at other times and places.

World History and Geography Since 1500 is a required social studies course for students in Alabama schools. Knowledge and understanding gained during the previous year's study provides the foundation for the critical analyses required in this course.

The Emergence of a Global Age: 1500 to 1650

Students will

1. Compare aspects of the Renaissance culture in Italy and Northern Europe.
    - Humanism
    - Arts and literature
    - Intellectual development
    - Advances in technology

2. Analyze the geographic, economic, political, and cultural aspects of European exploration and colonization.
    - Motivations for exploration
    - Columbian Exchange
    - Commercial Revolution
    - Mercantilism
    - Imperialism
        - Portugal

        - Spain
        - England
        - France
        - Holland

3. Evaluate the causes of the Reformation and explain its significance.

    - Tensions between religious and secular authorities
    - Reformers and doctrines
    - Counter Reformation
    - English Reformation
    - Wars of religion

4. Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early global age.

    - Trade and travel
    - Natural resources
    - Movement/isolation of peoples and ideas

5. Evaluate the rise of absolutism and constitutionalism and their impact on European nations.

    - Absolute monarchy
        - Louis XIV
    - Limited monarchy
        - Glorious Revolution
    - Theoretical justifications
        - Hobbes
        - Locke

The Age of Revolutions: 1650 to 1815

6. Evaluate the achievements and influences of the Scientific Revolution.

    - Ideological foundations of the Revolution
      Examples: Copernicus, Galileo
    - Isaac Newton
    - Technological advances
    - Effect on the Enlightenment
      Examples: evolution of scientific method, skepticism, empiricism, harmony, progress

7. Compare significant ideas of the Enlightenment.

    - Political and economic

    - Locke
    - Montesquieu
    - Voltaire
    - Smith
- Philosophy and philosophers
    - Voltaire
    - Diderot
    - Rousseau
- Neo-classicism
- New religious and anti-religious currents

8. Analyze the French Revolution and its impact on transformations in Europe.

- Causes
- Political evolution
    - Constitutional monarchy
    - Reign of terror
    - Napoleon
- Social evolution
    - Liberty
    - Equality
    - Fraternity
- Diffusion of nationalism and liberalism

9. Analyze revolutions in Latin America.

- Haitian revolution
    - Toussaint L'Ouverture
- Colombia and Venezuela
    - Simón Bolívar "The Liberator"
- Argentina and Chile
    - San Martín and O'Higgins
- Mexico
    - Hidalgo and Morelos
- Established elites
    - Racial and social inequality
- Nineteenth century urbanization

10. Assess the Industrial Revolution and its impact.

- Preconditions in England
- Technological advances, inventors, and conditions of labor
- Resistance to industrialization
- Effects of Industrial Revolution on politics, economics, and society
- Capitalism, Liberalism, Socialism, Marxism
- Early factory production in Japan, China, and India

- Economic theories
    - Adam Smith
    - Karl Marx
    - Thomas Malthus

The Age of Isms: 1815 to 1914

11. Evaluate the influence of urbanization in the nineteenth century.
    - Geography of urbanization
        - Central business districts
        - Suburbs
    - New factory city
    - Public health, modernization, and regimentation
    - Social classes and contrasting conditions of life
    - Humanitarianism
    - Romanticism and Realism
      Examples: Wordsworth, Dickens, Zola
    - Impressionism and Cubism
      Examples: Monet, Picasso

12. Explain the search for political democracy and social justice.
    - European revolutions of 1848, classes, ideologies in conflict
    - United States
        - Slavery
        - Emancipation
    - Russia
        - Emancipation of serfs
    - Geography of emigration/immigration
    - Quest for universal manhood suffrage
    - Extending suffrage to women

13. Evaluate European nationalism and Western imperialism as forces of global transformation.
    - Unification of Italy
        - Cavour and realpolitik
    - Unification of Germany
        - Bismarck
        - Militant nationalism
    - Economic roots of imperialism
    - Imperialist ideology
        - Nationalism
        - Social Darwinism

    - Racism
- European colonialism and rivalries in Africa, Asia, the Middle East
- United States imperialism
    - Philippines
    - Cuba
    - Central America

14. Assess resistance to European Imperialism.

- Africa
  Examples: Zulu, Sudan
- Japan
  Examples: Commodore Perry, urbanization, Russo-Japanese War
- China
  Examples: Opium War, Boxer Rebellion, Sun Yat-sen

Era of Global War: 1914 to 1945

15. Analyze the causes, course, and consequences of World War I.

- Causes: long-term and immediate
- Course: plans, attrition on the Western front, technology
- Consequences: political, social, economic

16. Explain the rise of communism in Russia.

- Failure of economic, political, and social reforms
- Impact of WW I
- Lenin and the Bolsheviks

17. Assess the challenges of the post World War I period.

- 1920s culture of disillusionment
- Colonial rebellion and turmoil
    - Ireland
    - India sub-continent
- Attempts to achieve political stability in Europe
- China
- Africa

18. Evaluate the causes and global impact of the Great Depression.

- Economic consequences of WW I
    - Reparations
    - Inflation
- Role of the United States in the world economy

- Economic crash of 1929
- Mass unemployment
- Political responses to the Depression
    - Nazism in Germany
    - American New Deal
    - British retrenchment

19. Explain the rise of militarist and totalitarian states.

- Italy
    - Mussolini and Fascism in theory and practice
- Germany
    - Hitler and the Nazi theory
- Soviet Union
    - Stalin and the Soviet state
- Japan
    - Tojo, autocracy, militarism

20. Analyze causes, course, and consequences of World War II.

- Aggression unanswered
    Examples: failure of the League of Nations, Ethiopia, Spanish Civil War, Munich, Poland, Pearl Harbor
- Axis goals
    Examples: world conquest, exploitation
- Allies
    Example: Atlantic Charter
- Turning points
    Examples: Battle of Britain, European Theater, Pacific Theater
- Lasting issues
    Examples: the Holocaust, Atomic Age, Nuremberg Trials

The World from 1945 to the Present

21. Analyze the origins and results of the Cold War.

- Negotiating the postwar world: Yalta and Potsdam Conferences
- "Iron Curtain"
- Truman Doctrine
- Marshall Plan
- United Nations
- Soviet domination of Central and Eastern Europe
- Political and Economic organizations
    - North Atlantic Treaty Organization (NATO)
    - Warsaw Pact
    - Council for Mutual Economic Assistance (COMECON)

  - European Economic Community (EEC)

22. Explain postwar reconstruction and the end of colonial empires.

- Reconstruction and democratization of Japan
- Nationalism
  - India
  - Pakistan
  - Indonesia
- Chinese Communist Revolution and Taiwan
- Middle East and the Israeli question
- Cuban Revolution and Central American conflicts
- Africa
  - Nigeria
  - Gamal Abdel Nassar

23. Compare the effects of the Cold War in Europe, Asia, and Latin America.

- Rising threat of annihilation by nuclear missiles
- European power struggles
  - Czech Coup
  - Berlin Airlift and Wall
  - Polish and Hungarian Revolts
- Korean War, intervention of Communist China
- Cuban Missile Crisis
- Vietnam War

24. Evaluate the collapse of the Soviet empire and the establishment of the "New World Order."

- Pressures on the Soviet empire
  - Economic failures
  - Demands for national and human rights
- Resistance and new leaders in Eastern Europe
  - Poland
  - Walesa and the unions
  - Czechoslovakia
  - Havel
- Gorbachev
  - *Glasnost*
  - *Perestroika*
- Reunification of Germany
- Russia's struggle for democracy and economic recovery
  - Yeltsin

25. Analyze the persistence of nationalism, militarism, and civil war throughout the world.

- Internal conflict, nationalist and ethnic enmity
  - South Africa
  - Northern Ireland
  - Chile
- New forms and uses of terrorism
- Continuation of race for modern weapons
  - Nuclear
  - Chemical
  - Biological
- Middle East
  - Religion
  - Oil
  - Dictatorship
  - Gulf War
- Civil War and genocide
  - Somalia and Rwanda
  - Cambodia
  - The Balkans

26. Evaluate world prospects for political democracy and social justice.

- Economic, demographic, and environmental challenges
- Expansion of women's and minorities' rights and roles
- Human rights' violations around the world
  - South Africa
  - North Korea
  - China
  - Northern Ireland

27. Critique new boundaries and problems in science, technology, economics, and culture.

- Genetic engineering
- Human impact on the environment
- Space exploration
  Examples: Mir, Mars landing, Hubble
- New patterns of global economic power
  - Limits on national autonomy
- Developed versus developing nations

Tenth and Eleventh Grade Overview

CONTENT EMPHASES

United States History and Geography: Beginnings to 1900

Geography and Its Impact on History
Cultural Exchange
Founding Documents
Conflict and Growth
Social Reformers
Industrialism, Business, and Urbanization

United States History and Geography: 1900 to the Present

The Progressive Movement
Territorial Expansion
Impact of World Conflict
Foreign and Domestic Policy

Tenth and Eleventh Grade Overview— United States History and Geography

United States History and Geography is a comprehensive two-year sequence beginning in the Tenth Grade with prediscovery to 1900 and continuing in the Eleventh Grade from 1900 to the present. The curriculum builds upon the Eighth and Ninth Grade World History and Geography courses and focuses on critical issues and events that encompass historic, geographic, economic, and political literacy. It is aimed at producing responsible citizens who have the ability to make informed decisions.

This study of American history provides the opportunity for students to:

- Understand the quest for freedom, justice, opportunity, and democracy in the United States.
- Analyze the establishment of representative democracy in America.
- Relate the significance of the past to their own lives, both private and public, and to their society.

The integration of the disciplines—history, geography, economics, and government together with American literature—is necessary to show relationships, to present accurate and meaningful content, and to interpret past and present events and conditions. Concepts related to Alabama's history and geography are included in this chronological study of U.S. history.

Time Periods

Tenth Grade - United States History and Geography: Beginnings to 1900

- Three Worlds and Their Encounters in America: Beginnings to 1607
- The Colonial Era: An Emerging American Identity: 1607 - 1763
- Creating a Nation: 1763 - 1815
- Expansion and Reform: 1801 - 1860
- The Civil War and Reconstruction: 1860 - 1877
- The Development of the Industrial United States: 1877 - 1900

Eleventh Grade - United States History and Geography: 1900 to the Present

- The Emergence of Modern America: 1900 - 1930
- The Great Depression and World War II: 1929 - 1945
- Post-war United States: 1945 to the Early 1970s
- Contemporary United States: 1964 to the Present

Tenth Grade
United States History and Geography: Beginnings to 1900

The standards for Tenth Grade students cover the historic development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Alabama history.

Three Worlds and Their Encounters in America: Beginnings to 1607

Students will

1. Trace life in the Americas before the arrival of Europeans and Africans.
    - Land Bridge
    - Mayans, Incas, Aztecs
    - Olmecs
    - Native Americans
        - Geographic
        - Political
        - Economic
        - Cultural
2. Evaluate European explorations of the fifteenth, sixteenth, and seventeenth centuries and the impact of the first contacts between Americans and Europeans.
    - Effects of the Crusades, Renaissance, and Reformation
    - Refined technologies in navigation and ship-building
    - Nations involved in explorations
      Examples: Netherlands, Portugal, Spain, England, France, Italy
    - Columbian Exchange
    - Destabilization of Native American societies
3. Explain the significance of early European conquests and business ventures as they affect the Americas.

Examples: Conquistadors, St. Augustine, fur traders, Roanoke Colony, Spanish Armada, settlement of Mobile

The Colonial Era: An Emerging American Identity: 1607-1763

4. Trace the development of early English settlements and colonies.
    - Purposes of settlements
        - Northwest Passage
        - Religion
        - Business ventures
    - Geographic areas
        - New England colonies
        - Middle colonies
        - Southern colonies
    - Economics
    - Government
        - House of Burgesses

5. Explain the impact of North American slavery on colonial life.
    - Indentured servants
    - Atlantic slave trade and the Middle Passage
    - Southern plantation system

6. Analyze the roles of free Blacks and women in colonial America.
    - Political
      Example: lack of voting rights
    - Economic
      Examples: lack of property rights, lack of job opportunities
    - Cultural
      Example: lack of educational opportunities

7. Analyze the colonists' relationship with Native Americans.
    - Exchange of goods and services
    - Rising hostilities
        - King Phillip's War
        - Bacon's Rebellion
    - Expansion into Native American land
    - Rival alliances and locations
        - French and the Hurons
        - British and the Iroquois

8. Describe the origins of intellectual and religious colonial thought.
    - Magna Carta
    - Enlightenment
    - Political writings of the Enlightenment

  - John Locke
  - Montesquieu
- The Great Awakening

9. Trace Colonial America's political and social divergence from England.

- Geographic
  Example: separation from England
- Political
  Examples: "Taxation without direct representation," colonial governments, military leadership, emergence of a national identity
- Economic
  Examples: French and Indian War debt, lack of free trade
- Cultural
  Example: development of distinct social groups

Creating a New Nation: 1763 - 1815

10. Trace the critical events leading to the Revolutionary War.

- French and Indian War
- Lack of free trade
- Boston Massacre
- Boston Tea Party
- First Continental Congress
- Lexington and Concord
- Second Continental Congress
- Thomas Paine's *Common Sense*
- Patrick Henry's speech to Virginia Convention
- Declaration of Independence

11. Describe the course and the consequences of the Revolutionary War.

- Leaders and key personalities
  Examples: George Washington, Samuel Adams, Paul Revere, Baron Von Steuben
- Major campaigns
  Examples: Saratoga, Yorktown, Valley Forge
- Treaty of Paris

12. Examine the transition from colonial to state governments.

Examples: writing of state constitutions, change in voting rights, regional variations, fear of executive power

13. Examine the national government under the Articles of Confederation.

- Strengths and weaknesses
- Territorial expansion
    - Land Ordinance of 1785
    - Northwest Ordinance of 1787
    - Debate about the debt

14. Discuss the Constitutional Convention and its role in forming a new government.

- State versus national power
- Major crises and compromises
- Key personalities

  Examples: Washington, Madison, Franklin
- Debate over ratification
    - Federalist Papers

15. Understand the principles of the United States Constitution and the unique democratic republic that it established.

- Philosophical background

  Examples: Rousseau, Montesquieu
- Features
    - Preamble
    - Separation of Powers
    - Federal System
    - Bill of Rights
- Citizen's rights and responsibilities

16. Examine the emergence of the first American political systems.

- Hamilton's and Jefferson's positions in Washington's administration

  Examples: first American party system, U.S. Capitol, French Revolution, economic systems
- Jefferson's (Republican) opposition to Hamilton's (Federalist) economic plan

  Examples: national debt, state debt, banking system, economic future
- Washington's Farewell Address
- First Amendment issues during John Adams' (Federalist) presidency

  Examples: Alien and Sedition Acts, Naturalization Act, Virginia and Kentucky resolutions
- Midnight Judges and their impact on the federal courts
- Election of Thomas Jefferson (Republican) as president (The Revolution of 1800)

17. Discuss Thomas Jefferson's purchase of the Louisiana Territory and its effect on the nation.

- Size of nation doubled
- Use of Elastic Clause
- Lewis and Clark expeditions

- Zebulon Pike

18. Analyze the initial impact of John Marshall on the Supreme Court.

    - *Marbury v. Madison*
    - Burr's Treason Trial

19. Discuss the causes and effects of the War of 1812 on the nation.

    - Geographic
      Example: defend and populate the southwest
    - Political
      Example: relationship with Native Americans
    - Foreign Policy
      Example: Napoleon and European affairs
    - Economic
      Examples: Embargo Act, depression
    - Military
      Examples: Washington, D.C.; Ft. McHenry; Horseshoe Bend; New Orleans; leaders

Expansion and Reform 1801 - 1860

20. Analyze the development of economic nationalism during the Era of Good Feelings.

    - Economic issues
      Examples: Bank of the United States, tariff protection, internal improvements, Henry Clay's American System
    - Alabama statehood
    - Missouri Compromise
    - Marshall Supreme Court
      Examples: *Dartmouth College v. Woodward, McCulloch v. Maryland, Gibbons v. Ogden*

21. Evaluate the beginnings of America's foreign policy as introduced in the Monroe Doctrine.

22. Trace the development of revolutions in energy, manufacturing, and transportation during the Iron Horse Era.

    - Steam power
    - Geographical areas
    - Industry
      - Iron, coal, engine and machine-tool industries

    - Development of interior cities
- Factory system
- Canals, steamboats, and railroads

23. Compare the advantages and disadvantages of the Northern and Southern economic systems.

    Examples: labor force, industry and agriculture, geographic factors

24. Discuss the impact of American social reformers on society before the Civil War.

    - Women and women's rights
      Examples: Elizabeth Cady Stanton, Sojourner Truth, Susan B. Anthony, Cult of Domesticity, Seneca Falls Convention, Declaration of Sentiments
    - Abolitionists
      Examples: William Lloyd Garrison, Harriet Beecher Stowe, Grimke sisters, Frederick Douglass, Harriet Tubman and the Underground Railroad
    - Other
      Examples: Dorothea Dix, temperance, Utopian communities

25. Discuss the emergence of a distinct American culture.

    Examples: Noah Webster, American authors and poets, the Second Great Awakening, Public School Movement and Horace Mann

26. Discuss the change in democracy and the new face of politics during the Jacksonian Era.

    - Common Man Ideal
    - Voting rights
    - Spoils system
    - The Bank War
    - Tariff of Abominations and Nullification Crisis
    - Economic Depression of the late 1830s

27. Discuss the geographic and political significance of Indian removal and westward expansion.

    - Indian Removal Act
      Examples: Jackson's defiance of Supreme Court, Black Hawk and Seminole Wars, Trail of Tears, Treaty of Dancing Rabbit Creek
    - Pre-Civil War expansion beyond the Mississippi River
      Examples: Santa Fe Trail, Oregon Trail, Mormon Trail, California Trail, Gold Rush

28. Trace the factors leading to the growing crisis of sectional division.
    - Texas independence
    - Mexican War
      Examples: Manifest Destiny, land acquisition through treaties
    - Compromise of 1850
    - Fugitive Slave Act
    - Kansas-Nebraska Act
    - Formation of Republican Party (Free Soil)
    - Dred Scott Decision
    - John Brown's Raid on Harpers Ferry

The Civil War and Reconstruction: 1860 - 1877

29. Evaluate the election of Abraham Lincoln as the nation finally divides.
    - Background
      Examples: views on slavery, Lincoln-Douglas debates, Democratic Party split, Inaugural Address
    - Secession and the federal response

      Examples: formation of Confederacy; Montgomery, Alabama; Ft. Sumter; other secessions; Northern goals; Southern goals; first battle (Manassas/Bull Run)

    - Northern Alabama's perspective on secession

30. Discuss non-military events during the Civil War.
    - Political
      Examples: Lincoln as a wartime president, Black military units
    - Economic
      Examples: national banking, Homestead Act, Morrill Land-Grant Act
    - Cultural
      Examples: draft opposition, Emancipation Proclamation
    - Legal
      Examples: suspension of the writ of habeus corpus and the institution of military law

31. Examine the military defeat of the Confederacy.
    - Geographic, political, economic factors
    - Battles
      Examples: Vicksburg, Gettysburg, Sherman's March
    - Lincoln's Gettysburg Address

    - Alabama's involvement and key personalities

Examples: Joseph Wheeler, Port of Mobile

- Lee's surrender at Appomattox Courthouse
- Costs of war

Examples: human costs, devastation of land

32. Explain the failings and accomplishments of the Reconstruction Era and its impact on life in the twentieth century.

- Plans for Reconstruction
  - Lincoln's plan
  - Johnson's plan
  - Congressional plan
- Radical Reconstruction

  Examples: Southern Military Districts; Black Codes; carpetbaggers; scalawags; Thirteenth, Fourteenth, and Fifteenth Amendments; organized resistance groups; Morrill Land Grant Act (Auburn University)
- Election of Ulysses S. Grant
- End of Reconstruction

  Examples: rise of Birmingham (1871-72), election of 1876, Compromise of 1877
- New South
  - Politics
  - Industrialization
  - Race relations

    Examples: Jim Crow Laws, survival of Black cultural structures

The Development of the Industrial United States: 1877 - 1900

33. Discuss the progression of industrialism and the business world in America and its impact on society.

- Geographic factors that influenced industrialization

  Examples: natural resources, mountains, rivers
- Governmental support and protection

  Examples: industrial interests, tariffs and labor policies, subsidies to railroad lines
- New industries

  Examples: oil, electricity
- Communication Revolution

  Examples: TransAtlantic cable, Bell and the telephone, penny press, Marconi's radio

- Early industry and the role of labor in Alabama

  Examples: iron and steel, railroad, lumber, shipping, coal, textiles, convict leasing, immigrants
- Monopolies and mergers

  Examples: robber barons; Rockefeller; Carnegie; concentration of wealth; economic and political power; alliance with press and politics

- Ideologies of business
  Examples: Social Darwinism, gospel of wealth, Horatio Alger

34. Analyze the cause and effect of urbanization in the late 1800s.
    - Geographic
      Examples: movement from farm to city, arrival of 25 million immigrants, migration of Blacks to North and Midwest, growth of urban centers
    - Political
      Examples: Rutherford B. Hayes, James Garfield, Grover Cleveland
    - Economic
      Examples: immigrant labor, child labor, female labor, labor unions, labor strikes, controls and restrictions on immigration, McKinley Tariff Act, Gold standard
    - Cultural
      Examples: growth of urban-ethnic neighborhoods, institutions, trades, occupations, education, religion, social reformers

35. Evaluate the impact of closing the frontier.
    - Native American tribes
      Examples: new states, U.S. Army and Indian conflicts, Dawes Severalty Act, buffalo annihilation, geographic impact
    - Settlement of the Midwest
      Examples: steel plow, windmill, revolver, barbwire, railroad

36. Explain the transition from an agrarian society to an industrial nation throughout the nineteenth century.
    - The changing role of the American farmer
      Examples: early mechanization of agriculture, farmers' grievances, American agrarian rebellion, Populist Movement,

      Alabama farmers and the Populist Movement

37. Review key events at the end of the nineteenth century.

Eleventh Grade

United States History and Geography: 1900 to the Present

United States History and Geography: 1900 to the Present continues the study of United States History from the Tenth Grade course. The Eleventh Grade course focuses on twentieth century America and beyond. Knowledge and understanding gained during previous years of study provide the foundation for the critical analyses required in this course.

The Emergence of Modern America: 1900-1930

Students will:

1. Evaluate the accomplishments and limitations of the Progressive Movement.
    - Characteristics of Progressivism
    - Role of women
    - Muckrakers
      Examples: *History of the Standard Oil Company* by Ida Tarbell, *The Shame of the Cities* by Lincoln Steffens, *The Jungle* by Upton Sinclair
    - Municipal state reforms
    - Public education
    - The Niagara Movement
        - W.E.B. DuBois
        - NAACP (National Association for the Advancement of Colored People)
    - Atlanta Exposition/Compromise
    - Tuskegee Institute
        - Booker T. Washington
        - George Washington Carver
    - *Plessy v. Ferguson*
    - Alabama's 1901 Constitution
2. Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures.

Examples: antitrust laws, labor reforms, income tax, stock-market regulation, conservation movement, economic reforms, federal reserve system

3. Describe how constitutional amendments reflected the ideals of the Progressive Movement.
    - Sixteenth Amendment
    - Seventeenth Amendment
    - Eighteenth Amendment
    - Nineteenth Amendment

4. Analyze the rationale for American imperialism and the resulting territorial expansion.
    - Social Darwinism
    - Expanding capitalism
    - Global balances of power
    - Hawaiian Islands
    - Pago Pago
    - Spanish-American War

      Examples: yellow press, Rough Riders, Alabama's involvement, Admiral Dewey and the Battle of Manila Bay, Cuba and the Philippines
    - The Open Door Policy
    - The Panama Canal

      Example: William C. Gorgas
    - Roosevelt's Corollary

5. Discuss major aspects of America's involvement in World War I.
    - Causes of the war
    - Causes of the United States' entry into the war
    - Mobilization/homefront
    - American military role
    - Homefront
    - Technological innovations
    - Alabama's involvement
    - Treaty of Versailles

6. Investigate America's rejection of world leadership following World War I.
    - Woodrow Wilson's administration
    - League of Nations
    - Republican political philosophy
    - Conservatism under the Harding and Coolidge administrations

7. Analyze major characteristics of American culture during the Roaring Twenties.
   - Arts and humanities
     - American writers
     - Harlem Renaissance
     - Jazz Age

       Example: W. C. Handy
     - Mass entertainment
   - Technological innovations

     Examples: aviation, automobiles, home appliances
   - Underside of the 1920s

     Examples: poverty, unorganized labor force, decline in farm incomes, conditions in Alabama, invalidation of anti-child labor laws, prohibition, racism
   - Women's issues

     Examples: Margaret Sanger - birth control; flappers - Zelda Fitzgerald

8. Analyze racial and ethnic conflict during the 1920s and 1930s in the state and nation.
   - Red scare
   - Sacco and Vanzetti case
   - Ku Klux Klan activities
   - Black migration to northern cities
   - Racial violence

     Examples: riots, lynchings
   - Immigration laws of 1920s

The Great Depression and World War II: 1929-1945

9. Assess the early years of the Great Depression including the causes of the Depression.
   - Disparity of income
   - Limited government regulation of business
   - Stock market speculation
   - Herbert Hoover's administration
   - Collapse of farm economy
   - Communists in Alabama
   - Impact on Alabama's economy

10. Describe the impact of the Great Depression on American life.
    - Geographic

    Examples: dust bowl, southern Appalachian region, Tennessee Valley
  - Hoover's administration
  - FDR's New Deal programs
- Political
- Economic
  - FDR's New Deal programs
- Keynesian Economics
- Cultural
  Examples: religion, literature, entertainment, technology, homelessness, malnutrition, Eleanor Roosevelt

11. Analyze America's involvement in World War II.

- Causes of the war
  - Gathering storms in Europe/Asia
  - Invasion of Pearl Harbor
- Neutrality and isolationism
- Homefront
- Military participation
  Examples: Stalingrad and Leningrad, Coral Sea and Midway, North Africa, invasion of Normandy, MacArthur and the Philippines, Hiroshima and Nagasaki
- Military and political leaders
- Holocaust
- Participation in the peace process
- Alabama's involvement
  Examples: Tuskegee Airmen, Alabamians in the war, Aliceville POW Camp, growth of Mobile, Birmingham steel, military bases

12. Analyze the impact of World War II on life in America.

- Industrialization of the country
- Women in the work force
- Black and white migration from the South
- Racial and ethnic tensions in the country
  - Japanese internment
- Scientific and technological developments
- Expanding middle class
- Veterans' benefits

Post-war United States: 1945 to the Early 1970s

13. Evaluate the results of World War II on America's foreign policy.

    - Militant communism
    - Containment Policy "Truman Doctrine"
    - Marshall Plan
    - Soviet blockade of Berlin
    - Alliance System
        - NATO (North Atlantic Treaty Organization)
        - SEATO (Southeast Asia Treaty Organization)
        - OAS (Organization of American States)
    - Cold War
        - McCarthyism

14. Discuss the significant domestic and foreign events and issues of the postwar presidents through the 1950s.

    - Harry S. Truman's administration
        - Military affairs
        - GI Bill
        - Desegregation of military
    - Fair Deal
    - Korean War
    - Domino Theory
    - Central Intelligence Agency
    - Dwight D. Eisenhower's Administration
        - Expansion of social security and unemployment compensation
        - Federal Highway Act, 1956
        - Castro revolution in Cuba

15. Examine change and conflict in American culture after 1945 (Baby Boom).

    - Arts and humanities
    - Ethnic and racial
        - *Brown v. Board of Education of Topeka, Kansas*
        - Rosa Parks and the bus boycott
        - Martin Luther King, Jr.
        - Civil Rights Act of 1957
        - Desegregation
        - Little Rock Central High School
    - Family and social life

        Examples: Beat Generation, consumer culture, television age
    - Alabama politics
        - One-party political system
        - Poll tax

  - Dixiecrats

16. Examine the political and social significance of John F. Kennedy's administration (New Frontier).
    - New Frontier
        - Peace Corps
        - Space Program (NASA)

          Examples: Alabama Space and Rocket Center, Werner von Braun
    - Civil Rights Movement
        - Role of Black political groups

          Examples: NAACP, CORE, SCLC, SNCC
        - Birmingham demonstrations
        - King's march on Washington
        - Alabama's response

          Examples: George Wallace, Eugene "Bull" Connor, Martin Luther King, Jr.
    - Cold War
        - Bay of Pigs
        - Cuban Missile Crisis
        - Nuclear Test Ban Treaty
        - Berlin Wall
        - Vietnam - 16,000 military advisors
    - Assassination

Contemporary United States: 1964 to the Present

17. Analyze domestic and foreign policies of Lyndon B. Johnson's presidency (Great Society).
    - Civil Rights Movement
        - Civil Rights Act of 1964
        - Selma-to-Montgomery March 1965
        - Voting Rights Act of 1965
        - Martin Luther King, Jr. assassination
        - Watts Riot
    - "Great Society"
        - Medicare and Medicaid
        - Office of Economic Opportunity
        - Job Corps
        - Housing and urban renewal
        - Head Start
        - Education aid

- Vietnam War
    - Gulf of Tonkin Resolution
    - Opposition to Vietnam War
    - Tet offensive
    - Alabamians and the war
        Example: Jeremiah Denton

18. Examine the social and cultural upheavals of the 1960's and 1970's and their long-lasting consequences.

    - Selective Service/draft
    - Ethnic and racial relations
        - Urban upheaval
        - Black Power movement
        - Hispanic and Native American militancy
    - Family and social life
        - Youth and academic culture
        - Decline of traditional nuclear family
        - Feminism

    - Environmental concerns in Alabama

19. Analyze the foreign and domestic policies of Richard M. Nixon's presidency.

    - Foreign policy
        - Vietnam
        - China
        - Soviet Union
    - Domestic policy
        - Inflation
        - Civil rights
          Examples: Equal Employment Opportunity Commission (EEOC), Affirmative Action
        - Politics
          Example: Watergate
        - Environmental
          Examples: Clean Air Act, Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Endangered Species Act

20. Analyze the significant issues of Gerald Ford's and Jimmy Carter's administrations.

    - Economic issues
        - Taxpayers' revolt
        - Inflation
        - Energy crisis
        - Unemployment
        - Unfavorable balance of trade
    - Foreign policy
        - Middle East
        - Grain embargo
        - Iranian hostage crisis

21. Analyze the foreign and domestic policies of Ronald Reagan's administration.
    - Domestic policy
        - Budget issues
        - "Reaganomics"
    - Foreign policy
        - Iranian hostage crisis
        - Cold War reheated
        - Libya
        - Strategic Defense Initiative
        - Iran-Contra scandal

22. Analyze significant issues during George Bush's and Bill Clinton's presidencies.
    - Foreign issues
        - Gorbachev and Soviet liberalization
        - Berlin Wall and Germany's reunification
        - Decline of communism
        - Cold War ends
        - Break up of USSR
        - Gulf War
    - Domestic issues
        - Economic issues
        - Federal deficit/national debt
        - Savings and Loan failures
        - Recession, bankruptcies, "downsizing"
    - Political issues
        - Election of 1992
        - Congressional election of 1994
        - Election of 1996
        - Election of 1998
    - Cultural issues

        Examples: welfare reform, Medicaid, Medicare

23. Examine significant changes in American society and their effect on Alabama from the 1990s to the present.

24. Examine significant changes in contemporary American society from a geographic, political, cultural, and economic perspective.

    Examples: migration, immigration, information revolution, international treaties

Twelfth Grade Overview

CONTENT EMPHASES

American Government

Origins and Functions of Government
Basic American Documents
Rights and Responsibilities of Citizens
America's Role in the World Community

Principles of Economics

Basic Elements of Economics
Comparison of Economics Systems
Market Economy:
    Characteristics and Participants
Role of the Government and the Impact of
    Public Policy Decisions
International Marketplace

Twelfth Grade Overview— American Government and Principles of Economics

The Twelfth Grade American Government and Principles of Economics courses serve as the capstone of the K-12 curriculum. Students in these courses gain the knowledge and skills necessary for civic responsibility.

American government is a required one-semester social studies course for the twelfth grade. Students draw on the knowledge and skills from their previous study of United States and World History and Geography as background information. The course focuses on the origins and functions of government as well as the intellectual influences in the development of representative democracy in America. Through a detailed study of the United States Constitution, students become knowledgeable of the structure and workings of government at all levels in the state and nation.

Twelfth-grade economics is a required one-semester study. It focuses on the workings and institutions of modern-day economic systems and economic theory rather than consumer economics content. Students apply the knowledge and understanding acquired in their study of economic factors over time to their study of contemporary problems in economics. The study of economics includes the use and interpretation of maps, charts, graphs, tables, and other expressions of statistical data.

Content Topics

Twelfth Grade - American Government

- Representative Democracy
- Federalism
- Political and Civic Life
- International Relations

Twelfth Grade - Principles of Economics

- Basic Economic Concepts
- Market Participants
- Macroeconomic Concepts and Controversies

Twelfth Grade
American Government

The study of American Government provides students with a detailed understanding of the organization and function of government at all levels in the nation. While a great deal of factual information is necessary in this course, facts alone do not meet the requirements for the study of American Government. It is imperative that students acquire an appreciation and understanding of what it means to be a citizen.

Students acquire skills needed for collecting and analyzing information important to the study of government. Social participation provides an opportunity to practice democratic ideals and citizenship.

Representative Democracy

Students will

1. Explain the origins and functions of government.

2. Evaluate the arguments for the necessity of politics and government.

3. Compare and contrast the essential characteristics of limited and unlimited governments.

4. Assess the impact of the rule of law on groups and the individual.
   - Divine law
   - Natural law
   - Common law
   - Constitutional law
   - Statute law
   - International law

5. Trace the development of representative democracy in America.

6. Analyze basic American documents associated with the founding of the federal system.
   - The Fundamental Orders of Connecticut
   - The Declaration of Independence
   - The Articles of Confederation
   - The Constitution
   - The Federalist and the anti-Federalist Papers
   - The Bill of Rights

12th - American Government

Federalism

7. Describe the purposes, organization, and functions of American government as outlined in the Constitution.
    - Legislative Branch
    - Executive Branch
    - Judicial Branch

8. Analyze the relationships among national, state, and local governments.

9. Describe the organization and operation of Alabama governments.
    - State
    - County
    - Municipal

Political and Civic Life

10. Trace the development of political parties in the United States.

11. Assess the impact of special interest groups on the American political system.

12. Analyze political participation by Americans.
    - Voting patterns
    - Campaign funding
    - Apportionment

13. Analyze the relationship between rights and responsibilities of citizens.

    Examples: due process, rights of the accused, property rights, voting, patriotism, military service

14. Assess the impact of court decisions, governmental agencies, Acts of the U.S. Congress, and the Alabama Legislature on individual rights.

15. Examine the various roles of the citizen in a participatory democracy.

    Examples: voter, juror, activist

International Relations

16. Describe U.S. foreign policy and national security interests.

17. Explain the importance of U.S. foreign policy to individual citizens.

18. Evaluate America's role in the world community.
    - Economic
    - Scientific
    - Humanitarian
    - Cultural
    - Technological
    - Political

Twelfth Grade
Principles of Economics

Twelfth Grade Economics provides students with detailed knowledge in the workings of modern-day economic systems, in particular the American capitalist system. Students acquire information about basic economic concepts and skills in the interpretation of graphic economic data. Students apply information and skills to the analysis of issues and problems in contemporary economic systems.

The Principles of Economics core content may be delivered in courses that use a theoretical or applied focus as long as the content standards are accomplished. Courses based on the Principles of Economics core may be applied toward the Alabama High School Diploma with Advanced Academic Endorsement.

Basic Economic Concepts

Students will

1. Explain the basic elements of economics.
   - Scarcity
   - Opportunity costs
   - Productive resources
   - Economic goods and services
   - Cost/benefit analysis
   - Economic growth
2. Compare the three types of economic systems.
   - Traditional economy
   - Command economy
   - Market economy
3. Describe the ways economic systems answer the basic economic questions.
   - What and how much to produce?
   - How is it produced?
   - For whom is it produced?
4. Compare various economic systems as they exist in selected nations.

   Examples: Japan, Germany, nations of the former Soviet Union and Eastern Bloc, People's Republic of China, Cuba, Mexico, Canada, United Kingdom

5. Evaluate the characteristics of a market economy.
   - Private property
   - Freedom of enterprise and choice
   - Self-interest as primary motivator
   - Competition
   - Price system
   - Limited role of government

6. Explain the basic elements of market operation.
   - Voluntary exchange
   - Demand and its determinants
   - Supply and its determinants
   - Equilibrium price and quantity

7. Predict the effects of changes in demand and supply on markets and market participants.

Market Participants

8. Evaluate the role of consumers in a market economy.

9. Analyze the costs and benefits of consumer decisions.

   Examples: making purchases, going into debt, saving, investing

10. Evaluate the factors that influence the levels of household consumption and saving.
    - Taxes
    - Interest rates

11. Describe the basic elements of the labor market.
    - Civilian labor force
    - Supply of labor
    - Demand for labor
    - Wage determinants

12. Assess the impact of labor unions on the American economy.

13. Evaluate the impact of government regulation on business and labor relations.

    Examples: Wagner Act, Taft-Hartley Act, Landrum-Griffin Act, Norris-LaGuardia Act, wage and hour law, Equal Employment Opportunity Act

14. Evaluate the causes for variations in wages.

    Examples: occupation, education, skill, location, gender, race

15. Compare the various types of business organizations and market structures.

16. Analyze the costs and benefits of entrepreneurial decisions.

    Examples: going into business, employing resources, expanding production, developing new products and production techniques, shutting down production

17. Explain the functions of government in the American economy.
   - Providing a legal system
   - Promoting competition
   - Correcting for externalities
   - Providing public goods
   - Ensuring economic stability

18. Describe taxation at the federal, state, and local levels.
   - Functions
   - Principles
   - Systems

19. Analyze the costs and benefits of public policy decisions.

   Examples: income redistribution, tax increases/cuts, deficit financing, providing public goods, regulation/deregulation of business, growth in government expenditures, use of price controls

Macroeconomic Concepts and Controversies

20. Describe the methods by which the United States measures domestic output, national income, and the price level.
   - Gross National Product (GNP)
   - Gross Domestic Product (GDP)
   - National Income (NI)
   - Personal Income (PI)
   - Disposable Income (DI)
   - Price Indexes

21. Explain the basic elements of business fluctuations.
   - Phases
   - Causes
   - Indicators

22. Analyze the causes and costs of unemployment and inflation.

23. Explain the role of money in the economy.
   - Functions
   - Types
   - Money supply
   - Impact

24. Describe the structure and functions of the American banking system.

25. Analyze the costs and benefits of fiscal and monetary policy decisions.

26. Compare various alternative macroeconomic theories.

   - Keynesianism
   - Monetarism
   - Rational expectations
   - Supply-side economics

27. Explain the basic elements of international trade.

   - Distribution of world resources
   - Absolute and comparative advantage
   - Exchange rates
   - Balance of trade
   - Balance of payments

28. Analyze the costs and benefits of trade between nations.

   - Unrestricted trade
   - Restricted trade

29. Evaluate the impact of developing nations on the global economy.

Alabama Occupational Diploma Program
Grades 9-12 Overview

CONTENT EMPHASES

Career Preparation I: Ninth Grade

- Mobility
- Local Government
- Alabama History
- Current Events
- Personal Qualities
- Career Exploration
- Career Preparation
- Consumer Roles

Career Preparation II: Tenth Grade

- Community Mobility
- State Government
- Money Management
- Current Events
- Personal Qualities
- Career Exploration
- Career Preparation
- School-based Work Assessment

Career Preparation III: Eleventh Grade

- Transportation Mobility
- U.S. Government
- Consumer Skills
- Current Events
- Personal Qualities
- Career Exploration
- Career Preparation
- Community-based Work Training

Career Preparation IV: Twelfth Grade

- Mobility
- U.S. History
- Economics
- Current Events
- Personal Qualities
- Career
- Career Preparation
- Cooperative Education

Alabama Occupational Diploma Program
Grades 9-12 Overview
Career Preparation I-IV (Social Studies)

The Alabama Administrative Code specifies four Career Preparation (Social Studies) courses necessary for students with disabilities to meet graduation requirements for the Alabama Occupational Diploma. The Career Preparation (Social Studies) courses in Grades 9-12 are preparatory courses designed to prepare students with disabilities to become self-sufficient, independent, taxpaying adult citizens within their community. Various aspects of civic responsibility are integrated and emphasized within the four courses. Throughout this program, students participate in school-based work assessment and community-based instruction as appropriate. History is taught through instruction using current events in each course. Historical, political, economic, social, and cultural aspects of current events are included in all courses.

Civic responsibilities encompass the adult roles of citizen, consumer, family member, employee, and member of various community groups and organizations. The concepts within the courses are repeated throughout the four years with increasing levels of assimilation. The Course of Study moves the student from classroom-based instruction to school-based work assessment and then to community-based work training. The culminating program experience is competitive employment provided through Career/Technical Cooperative Education.

Career Preparation I (Social Studies) provides a foundation for the development of various skills that are essential to the students' success. Skills include basic mobility within the community, local government, significant historical events and personalities, and geography of Alabama. Current events focus on present-day social, local, state, and national events. Skills relating to personal development, interpersonal development, and cultural diversity are enhanced. Career exploration offers an opportunity to examine occupational options for possible future employment. The importance of appropriate work habits, following oral and written directions, job attendance and punctuality, good grooming and hygiene, and appropriate interpersonal and communication skills is stressed.

Career Preparation II (Social Studies) expands and builds on the foundation skills. These skills are exhibited through participation in school and community-based assessments of students' skills in the areas of communication, social development, and appropriate work habits and behaviors. A variety of work experiences in the school and community settings is required. Consumer education, basic knowledge of Alabama state government, and current events are emphasized.

Career Preparation III (Social Studies) emphasizes application of previously learned skills in community-based work training. This course focuses on the rights and responsibilities of individuals within the employment community. Mobility skills are expanded to include demonstration of transportation skills. United States government fundamentals, consumer rights and responsibilities, and current events are taught within the context of community and employment.

Career Preparation IV (Social Studies) allows students the opportunity to demonstrate previously taught skills in specific work settings. Assistance is given in seeking, securing, and maintaining competitive employment. Students must maintain a paid job for a minimum of 540 hours as required by the Career/Technical Cooperative Education Program. Consumer skills, self-advocacy skills, and current events are reinforced within the community and employment settings.

Ninth Grade
Alabama Occupational Diploma Program
Career Preparation I (Social Studies)

The Ninth Grade course encourages the development of skills concerning basic mobility within the community, local government, historic events, and personalities of Alabama and geography of Alabama. Students develop an understanding of a consumer role and the way personal development, interpersonal relationships, and cultural diversity relate to their becoming productive and participating citizens. Careers and job-related skills are explored.

Orientation/Mobility Skills in the Community

Students will

1. Develop map and globe skills.
    - Location: using a globe/map to locate continent, country, state, county, city
    - Direction: planning trips, giving accurate directions from home to community site and from home to major city

2. Demonstrate use of various graphic organizers.
    - Directories
    - Graphs
    - Charts
    - Maps

Local Government

3. Demonstrate an awareness of local officials and their functions.

    Examples: mayor, town council, commissioners

4. Demonstrate an awareness of the impact of local government on life in local communities.
    - Education
        Example: local school policies
    - Society
        Example: city laws

Career Preparation I

Alabama History

5. Demonstrate an awareness of the impact of significant historical events and people in Alabama.

   - Events
     Examples: ethnic migration, Civil War, World Wars I and II, Montgomery Bus Boycott, Freedom Riders, Selma-to-Montgomery March
   - People
     Examples: Jefferson Davis, Rosa Parks, Martin Luther King, Jr., Booker T. Washington, George Wallace, Native Americans, explorers

6. Recognize the impact of natural resources on the development and growth of Alabama.

   - Employment
   - Population
   - Recreation

Economics/The Consumer in the Market Place

7. Recognize the role of individuals in the market place.

   - Consumer
   - Citizen
   - Worker

8. Demonstrate an awareness of the basic supply-and-demand concept as it applies to one's role as consumer, citizen, and worker.

   Example: availability of goods, services, employment opportunities

9. Identify various financial institutions.

   - Commercial banks
   - Savings and loans
   - Credit unions

10. Identify services within financial institutions.

    - Money orders
    - Travelers checks
    - Checking accounts
    - Savings accounts
    - Loans
    - Credit cards

Current Events

11. Describe current news stories from various perspectives.

    Examples: historical, geographical, political/economic, social, cultural/multicultural, technological advancements

12. Explain the significance of holidays in relationship to employment and leisure activities.
    Example: variation according to businesses

13. Demonstrate an awareness of the impact of continuing population growth.
    Examples: pollution, health, food production, employment

Personal Qualities

14. Demonstrate self-advocacy skills.
    - Expressing feelings of self-worth
    - Describing othersí perception of self
    - Accepting and giving criticism
    - Developing a positive view of self
    - Practicing personal safety

15. Develop the ability to recognize responsible behavior in self and in others.
    - Respecting the rights and properties of others
    - Respecting authority and following instructions
    - Exerting a high level of effort
    - Setting and achieving goals

16. Demonstrate an awareness of appropriate communication and social skills.
    - Personal relationships
      Example: friendships
    - Group and individual work activities
    - Group and individual leisure activities
      Examples: board games, card games, video games, sports
    - Utilization of available community resources

17. Recognize diversity among multicultural populations.
    - Gender
    - Race
    - Ability/Interest
    - Language

18. Develop an awareness of independent behaviors.
    - Self-advocacy
    - Self-organization

- Affects of oneís behavior on others

19. Develop appropriate decision-making skills.
    - Locate and select sources of assistance
    - Anticipate consequences
    - Develop and evaluate alternatives
    - Recognize the nature of the problem
    - Develop goal-setting behavior

Career Exploration

20. Recognize considerations to be made in exploring occupational possibilities.
    - Monetary compensation for work
    - Sources of occupational and training information
    - Personal values met through work
    - Occupational categories
    - Local occupational and training opportunities

21. Develop an awareness of variables that may affect occupational choices.
    - Requirements of available jobs
    - Aptitudes
    - Occupational interests
    - Needs

Career Preparation

22. Exhibit appropriate work habits and behaviors.
    - Following directions and observing regulations
    - Recognizing the importance of attendance and punctuality
    - Recognizing the importance of supervision
    - Demonstrating knowledge of occupational safety practices
    - Working with others
    - Meeting demands for quality work
    - Working at a satisfactory rate

23. Develop a job placement portfolio.
    - Résumés
    - Job applications
    - Personal goal statement
    - Letters of introduction
    - Letters of recommendations and/or references
    - Personal information data
    - Career interest information
    - Awards/Certificates
    - Student-selected material

Tenth Grade
Alabama Occupational Diploma Program
Career Preparation II (Social Studies)

The Tenth Grade course expands on the development of mobility skills and develops an understanding of state government. History will be emphasized through the use of current events. Students develop skills needed to manage personal finances. Students will expand their understanding of the correlation between personal development, interpersonal relationships, and cultural diversity. Careers and job-related skills are explored through school and community-based work assessments.

Orientation/Mobility Skills in the Community

Students will

1. Demonstrate map and globe skills.
   - Location: using a globe/map to locate continent, country, state, county, city
   - Direction: planning trip using road maps, giving accurate directions from home to community site or home to major city

2. Demonstrate use of various graphic organizers.
   - Transportation schedules
   - Work schedules
   - Directories
   - Charts
   - Graphs
   - Maps

State Government

3. Demonstrate an awareness of the organization of state government, state officials, and their functions.
   - State government branches
     Examples: executive, judicial, legislative
   - State officials
     Examples: governor, lieutenant governor, legislators
   - State functions
     Examples: passes and enforces laws, collects and distributes taxes

4. Demonstrate an awareness of the impact of state government on life in Alabama.

- Society
  Examples: population size, diversity
- Education
  Examples: funding, support
- Economics
  Examples: state taxes, migration

Economics/The Consumer in the Market Place

5. Apply money management skills to the preparation of a personal budget.
    - Housing/utilities
    - Transportation
    - Food
    - Clothing
    - Health
    - Savings and investments
    - Recreation
    - Insurance
      Examples: home, life, medical
    - Retirement

6. Demonstrate an awareness of comparative shopping concepts as applicable to personal money management.
    - Advertisements
    - Size/Quantity
    - Quality
      Examples: brand name versus generic

7. Demonstrate an awareness of consumer protection laws and agencies as applicable to one's role as a consumer, citizen, and worker.

    Examples: Consumer Credit Protection Act, Trust-in-Lending, Fair Credit Billing, Equal Credit Opportunity Act, Automobile Information Disclosure Act (Lemon Law), Fair Credit Reporting Act, Fair Debt Collection Practices Act, Electronic Fund Transfer Act, Consumer Protection Agency, Federal Deposit Insurance Corporation (FDIC), Better Business Bureau

Current Events

8. Describe current news stories from various perspectives.

    Examples: historical, geographical, political, economic, social, cultural/multicultural, technological advancements
9. Explain the significance of holidays in relationship to employment and leisure activities.

Example: variation among businesses

10. Recognize the impact of continuing population growth.

    Examples: pollution, health, food production, employment

Personal Qualities

11. Demonstrate self-advocacy skills.
    - Expressing feelings of self-worth
    - Describing othersí perception of self
    - Accepting and giving criticism
    - Developing a positive view of self
    - Practicing personal safety

12. Develop the ability to recognize responsible behavior in self and others.
    - Respecting the rights and properties of others
    - Respecting authority and following instructions
    - Exerting a high level of effort
    - Setting and achieving goals

13. Demonstrate an awareness of appropriate communication and social skills.
    - Personal relationships
      Example: friendships
    - Group and individual work activities
    - Group and individual leisure activities
      Examples: board games, card games, video games, sports
    - Utilization of available community resources

14. Recognize diversity among multicultural populations.
    - Gender
    - Race
    - Ability/interest
    - Language

15. Develop an awareness of independent behaviors.
    - Self-advocacy
    - Self-organization
    - Effect of oneís behavior on others

16. Demonstrate appropriate decision-making skills.
    - Locate and select sources of assistance
    - Anticipate consequences

- Develop and evaluate alternatives
- Recognize nature of the problem
- Develop goal-setting behavior

Career Exploration

17. Develop an awareness of variables that may affect realistic occupational choices.
    - Requirements of available jobs
    - Aptitudes
    - Occupational interests
    - Needs

Career Preparation

18. Exhibit appropriate work habits and behaviors.
    - Following directions and observing regulations
    - Recognizing the importance of attendance and punctuality
    - Recognizing the importance of supervision
    - Demonstrating knowledge of occupational safety practices
    - Working with others
    - Meeting demands for quality work
    - Working at a satisfactory rate

19. Develop a job placement portfolio.
    - Résumés
    - Job applications
    - Personal goal statement
    - Letters of introduction
    - Letters of recommendations and/or references
    - Personal information data
    - Career interest information
    - Awards/certificates
    - Student-selected material
    - Documentation of school-based assessment and/or community-based job shadowing

Work Experience

20. Participate in school-based work assessment and/or community-based job shadowing.
    - Successful work experience
    - Acceptable work performance
    - Evaluation of work experiences
        - Three to six school-based work experiences
        - Six to eight job-shadowing experiences
        - A minimum total of 30 hours combined school-based and job-shadowing experiences

Eleventh Grade
Alabama Occupational Diploma Program
Career Preparation III (Social Studies)

The Eleventh Grade course develops an understanding of U.S. government. History and geography will continue to be taught through the use of currents events. The development of self-management skills leading to independent and responsible behavior will be encouraged. Students will recognize the role of a consumer in the workplace. Job-related skills are expanded through community-based work training.

Orientation/Mobility Skills in the Community

Students will

1. Demonstrate use of various graphic organizers.
   - Transportation schedules
   - Work schedules
   - Directories

United States Government

2. Demonstrate an awareness of basic American documents associated with the founding of the federal system.
   - The Declaration of Independence
   - The Constitution
   - The Bill of Rights
3. Demonstrate an awareness of the organization of American government.
   - Legislative Branch
   - Executive Branch
   - Judicial Branch
4. Demonstrate an awareness of the relationships among national, state, and local governments.
   - Impact of United States Supreme Court decisions

- Impact of federal and state laws
- Impact of social groups
- Impact of leaders (personalities)

5. Demonstrate an awareness of the relationship between rights and responsibilities of citizens.
    - Federal
    - State
    - Local

6. Recognize the role of the citizen in a democratic republic.
    - Voting
      Examples: requirements and procedures to register and vote
    - Policies
      Examples: political parties, elections
    - Economics
      Examples: taxes, Social Security, Supplemental Security Income (SSI)
    - Society
      Examples: civic responsibilities, volunteerism

Economics/The Consumer in the Market Place

7. Recognize the role of labor unions.
    - Advocate for better working conditions
    - Advocate for better pay and benefits
    - Advocate for advancement of employees

8. Recognize the types and purposes of taxes in the economy.
    - Federal income tax
    - State income tax
    - Sales taxes
    - Property taxes
    - Social Security

9. Demonstrate an awareness of the impact of government regulations on business and labor relations.

   Examples: Office of Safety and Health Administration (OSHA), Equal Opportunity Employment Act, Wage and Hour Law, Americans with Disabilities Act (ADA), Child Labor Law

Current Events

10. Describe current news stories from various perspectives.

Examples: historical, geographical, political, economic, social, cultural/multicultural, technological advancements

11. Explain the significance of holidays in relationship to employment and leisure activities.

Example: variation among businesses

12. Demonstrate an awareness of the impact of continuing population growth.

Examples: pollution, health, food production, employment

Personal Qualities

13. Demonstrate self-advocacy skills.

- Expressing feelings of self-worth
- Describing othersí perception of self
- Accepting and giving criticism
- Developing a positive view of self
- Practicing personal safety

14. Develop the ability to recognize responsible behavior in self and others.

- Respecting the rights and properties of others
- Respecting authority and following instructions
- Exerting a high level of effort
- Setting and achieving goals

15. Recognize diversity among multicultural populations.

- Gender
- Racial
- Ability/Interest
- Language

16. Demonstrate appropriate communication and social skills.

Examples: communicating appropriately with coworkers, recognizing subtleties of communication

17. Develop self-management skills.

- Assess self
- Setting personal goals

- Monitoring progress
- Exhibiting self-control

18. Develop an awareness of the legal rights of citizens.
    - Identifying terms relating to the court/legal system
    - Identifying the rights of a person being questioned by the police or being placed under arrest
    - Describing the procedures a person should follow for various encounters with the police
    - Identifying means and procedures for obtaining legal aid

19. Demonstrate independent behaviors.
    - Self-advocacy
    - Self-organization
    - Affects of oneís behavior on others

Career Exploration

20. Recognize considerations to be made in exploring occupational possibilities.
    - Monetary compensation for work
    - Sources of occupational and training information
    - Personal values met through work
    - Occupational categories
    - Local occupational and training opportunities

21. Select and plan occupational choices.
    - Requirements of appropriate and available jobs
    - Occupational aptitudes
    - Major occupational interests
    - Occupational needs

Career Preparation

22. Exhibit appropriate work habits and behaviors.
    - Following directions and observing regulations
    - Recognizing importance of attendance and punctuality
    - Recognizing importance of supervision
    - Demonstrating knowledge of occupational safety
    - Working with others
    - Meeting demands for quality work

- Working at a satisfactory rate

23. Develop a job placement portfolio.
    - Résumés
    - Job applications
    - Personal goal statement
    - Letters of introduction
    - Letters of recommendations and/or references
    - Personal information data
    - Career interest information
    - Awards/certificates
    - Student-selected material
    - Documentation of school-based assessment and/or community-based job shadowing
    - Community-based instruction

Work Experience

24. Participate in community-based work instruction.
    - Successful work experience
    - Acceptable work performance
    - Evaluation in two to four community-based work training experiences
    - A minimum total of 30 hours of experiences

Employment

25. Exhibit sufficient skills to perform job task with accommodations (as needed).

    Examples: satisfactory balance and coordination, sensory discrimination, stamina and endurance, manual dexterity

26. Exhibit interpersonal work skills.
    - Participating as a member of a team
    - Teaching others new skills
    - Working to satisfy customerís expectations
    - Communicating ideas to support oneís personal view/opinion
    - Working toward achieving consensus with coworkers
    - Working well with men and women from diverse backgrounds

Twelfth Grade
Alabama Occupational Diploma Program
Career Preparation IV (Social Studies)

The Twelfth Grade course enables students to demonstrate previously taught skills in a specific work setting. Assistance is given in seeking, securing, and maintaining competitive employment.

Orientation/Mobility Skills in the Community

Students will

1. Demonstrate use of various graphic organizers.
   - Transportation schedules
   - Work schedules

Economics/The Consumer in the Market Place

2. Recognize the role of labor unions.
   - Advocate for better working conditions
   - Advocate for better pay and benefits
   - Advocate for advancement of employees

3. Recognize the types and purpose of taxes in the economy.
   - Federal income tax
   - State income tax
   - Sales taxes
   - Property taxes
   - Social Security

4. Demonstrate an awareness of government regulations on business and labor relations.

   Examples: Office of Safety and Health Administration (OSHA), Equal Opportunity Employment Act, Wage and Hour Law, Americans with Disabilities Act (ADA), Child Labor Law

Current Events

5. Describe current news stories from various perspectives.

   Examples: historical, geographical, political, economic, social, cultural/multicultural, technological advancements

Career Preparation IV

6. Explain the significance of holidays in relationship to employment and leisure activities.

   Example: variation among businesses

7. Demonstrate the awareness of the impact of continuing population growth.

   Examples: pollution, health, food production, employment

Personal Qualities

8. Demonstrate self-advocacy skills.
   - Expressing feelings of self-worth
   - Describing othersí perception of self
   - Accepting and giving criticism
   - Developing a positive view of self
   - Practicing personal safety

9. Demonstrate responsible behavior.
   - Respecting the rights and properties of others
   - Respecting authority and following instructions
   - Exerting a high level of effort
   - Setting and achieving goals

10. Demonstrate appropriate communication and social skills.
    - Personal relationships
    - Work and leisure activities

11. Recognize diversity among multicultural populations.
    - Gender
    - Race
    - Ability/Interest
    - Language

12. Demonstrate independent behavior.
    - Self-advocacy
    - Self-organization

13. Develop self-management skills.
    - Assessing self
    - Setting personal goals
    - Monitoring progress
    - Exhibiting self-control

14. Develop an awareness of the legal rights of citizens.

159

- Legal system
- Availability of legal aid

Career Preparation

15. Exhibit appropriate work habits and behaviors.
    - Following directions and observing regulations
    - Recognizing importance of attendance and punctuality
    - Recognizing importance of supervision
    - Demonstrating knowledge of occupational safety practices
    - Working with others
    - Meeting demands for quality work
    - Working at a satisfactory rate

16. Develop a job placement portfolio.
    - Résumés
    - Job applications
    - Personal goal statement
    - Letters of introduction
    - Letters of recommendations and/or references
    - Personal information data
    - Career interest information
    - Awards/certificates
    - Student-selected material
    - Documentation of school-based assessment and/or community-based job shadowing
    - Community-based instruction

Employment

17. Seek, secure, and maintain employment.
    - Search for a job
    - Apply for a job
    - Interview for a job
    - Obtain a job
    - Maintain a job
    - Change jobs

18. Exhibit sufficient skills to perform job task with accommodations (as needed).

    Examples: satisfactory balance and coordination, sensory discrimination, stamina and endurance, manual dexterity

19. Exhibit interpersonal work skills.

    Examples: participating as a member of a team, teaching others new skills, working to satisfy customer's expectations, communicating ideas to support one's personal view/opinion, working toward achieving consensus with coworkers

20. Maintain occupational adjustments.
    - Demonstrating knowledge of competitive standards
      Examples: rate, production, quality
    - Adjusting to changes in employment
      Examples: termination/resignation, promotion, supervisory changes
    - Applying technology to work task
    - Making simple equipment repairs and/or adjustments

Work Experience

21. Participate in Career/Technical Cooperative Education Program for a minimum of 540 hours.

Career Preparation IV

Alabama Occupational Diploma Program Scope

The Career Preparation (Social Studies) courses are designed to prepare students with disabilities to become productive and participating citizens within their communities. The concept within the courses are repeated throughout the four years with increasing levels of assimilation. Students participate in school and community-based work assessments and community-based training as appropriate, which will lead to competitive employment.

Orientation/Mobility Skills in the Community

	9	10	11	12
Develop map and globe skills.	√	√		
Demonstrate use of various graphic organizers.	√	√		

Local Government

	9	10	11	12
Demonstrate an awareness of local officials and their functions.	√			
Demonstrate an awareness of the impact of local government on life in local communities.	√			

Alabama History

	9	10	11	12
Demonstrate an awareness of the impact of significant historical events and people in Alabama.	√			
Recognize the impact of natural resources on the development and growth of Alabama.	√			

State Government

	9	10	11	12
Demonstrate an awareness of the organization of state government, state officials, and their functions.		√		
Demonstrate an awareness of the impact of state government on life in Alabama.		√		

United States Government

	9	10	11	12
Demonstrate an awareness of basic American documents associated with the founding of the federal system.			√	
Demonstrate an awareness of the organization of American government			√	
Demonstrate an awareness of the relationships among national, state, and local governments.			√	
Demonstrate an awareness of the relationship between rights and responsibilities of citizens.			√	
Recognize the role of the citizen in a democratic republic.			√	

Economics/The Consumer in the Market Place

	9	10	11	12
Recognize the role of individuals in the market place.	√			
Demonstrate an awareness of the basic supply-and-demand concept as it applies to one's role as consumer, citizen, and worker.	√			
Identify various financial institutions.	√			
Identify services within financial institutions.	√			
Apply money management skills to the preparation of a personal budget.		√		
Demonstrate an awareness of comparative shopping concepts as applicable to personal money		√		

management.				
Demonstrate an awareness of consumer protection laws and agencies as applicable to one's role as a consumer, citizen, and worker.		√		
Recognize the role of labor unions.			√	√
Recognize the types and purposes of taxes in the economy.			√	√
Demonstrate an awareness of the impact of government regulations on business and labor relations.			√	√

Current Events

Describe current news stories from various perspectives.	√	√	√	√
Explain the significance of holidays in relationship to employment and leisure activities.	√	√	√	√
Demonstrate an awareness of the impact of continuing population growth.	√	√	√	√

Personal Qualities

Demonstrate self-advocacy skills.	√	√	√	√
Develop the ability to recognize responsible behavior in self and in others.	√	√	√	√
Demonstrate an awareness of appropriate communication and social skills.	√	√	√	√
Recognize diversity among multicultural populations.	√	√	√	√
Develop an awareness of independent behaviors.	√	√		
Develop appropriate decision-making skills.	√	√		
Develop self-management skills.			√	√
Develop an awareness of the legal rights of citizens.			√	√
Demonstrate independent behaviors.			√	√
Demonstrate responsible behavior.				√

Career Exploration

Recognize considerations to be made in exploring occupational possibilities.	√			
Develop an awareness of variables that may affect occupational choices.	√	√		
Recognize considerations to be made in exploring occupational possibilities.			√	
Select and plan occupational choices.			√	

Career Preparation

Exhibit appropriate work habits and behaviors.	√	√	√	√
Develop a job placement portfolio.	√	√	√	√

Work Experience

Participate in school-based work assessment and/or community-based job shadowing.		√		
Participate in community-based work instruction.			√	
Participate in Career/Technical Cooperative Education Program for a minimum of 540 hours.				√

	9	10	11	12

Employment

Exhibit sufficient skills to perform job task with accommodations (as needed).			√	√
Exhibit interpersonal work skills.			√	√
Seek, secure, and maintain employment.				√
Maintain occupational adjustments.				√

Appendix A

Alabama High School Graduation Requirements

1. COURSE REQUIREMENTS

	Alabama High School Diploma Credits		Alabama High School Diploma with Advanced Academic Endorsement Credits	
ENGLISH LANGUAGE ARTS		**4**		**4**
Four credits to include the equivalent of:				
English 9	1		1	
English 10	1		1	
English 11	1		1	
English 12	1		1	
MATHEMATICS		**4**		**4**
Four credits to include the equivalent of:				
Algebra I	1		1	
Geometry	1		1	
Algebra II with Trigonometry			1	
Math Elective(s)	2		1	
SCIENCE		**4**		**4**
Four credits to include the equivalent of:				
Biology	1		1	
A Physical Science	1		1	
Additional Life and/or Physical Science	2		2	
SOCIAL STUDIES		**4**		**4**
Four credits to include the equivalent of:				
Grade 9 - World History and Geography Since 1500	1		1	
Grade 10 - U.S. History and Geography: Beginnings to 1900	1		1	
Grade 11 - U.S. History and Geography: 1900 to the Present	1		1	
Grade 12 - American Government	0.5		0.5	
Principles of Economics	0.5		0.5	
PHYSICAL EDUCATION		**1**		**1**
HEALTH EDUCATION		**0.5**		**0.5**
FINE ARTS		**0.5**		**0.5**
COMPUTER APPLICATIONS*		**0.5**		**0.5**
FOREIGN LANGUAGE				**2**
ELECTIVES		**5.5**		**3.5**

Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.

TOTAL CREDITS		**24**		**24**

*May be waived if competencies outlined in the computer applications course are demonstrated to certified staff. The designated one-half credit will then be added to the electives, making a total of six electives.

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2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Alabama High School Graduation Requirements

I. COURSE REQUIREMENTS

Effective for students with disabilities as defined by the Individuals with Disabilities Education Act (Public Law 101-476) who begin the tenth grade in the 1997-98 school year, students must earn the course credits outlined in Ala. Admin. Code r. 290-030-010-.06(11)(K)1. and successfully complete an approved occupational portfolio in order to be awarded the Alabama Occupational Diploma.

ALABAMA OCCUPATIONAL DIPLOMA

		Credits
ENGLISH LANGUAGE ARTS		4
Four credits to include the equivalent of:		
Employment English I	1	
Employment English II	1	
Employment English III	1	
Applied Employment English IV	1	
MATHEMATICS		4
Four credits to include the equivalent of:		
Job Skills Math I	1	
Job Skills Math II	1	
Job Skills Math III		
Applied Job Skills Math IV	2	
SCIENCE		4
Four credits to include the equivalent of:		
Life Skills Science I	1	
Life Skills Science II	1	
Life Skills Science III	1	
Applied Life Skills Science IV	1	
SOCIAL STUDIES		4
Four credits to include the equivalent of:		
Career Preparation I	1	
Career Preparation II	1	
Career Preparation III	1	
Applied Career Preparation IV	1	
CAREER/TECHNICAL EDUCATION		2
*Cooperative Career/Technical Education		1
HEALTH EDUCATION		0.5
PHYSICAL EDUCATION		1
FINE ARTS		0.5
ELECTIVES		3

Existing laws require LEAs to offer fine arts, physical education, wellness education, career/technical education, and driver education as electives.

TOTAL CREDITS		**24**

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Appendix A

*May be a part of the two credits for Career/Technical Education. The designated one credit for Cooperative Education will then be added to the electives, making a total of four electives.

2. ASSESSMENT REQUIREMENTS

Complete an approved Alabama Occupational Diploma Portfolio for graduation.

Appendix B

Guidelines and Suggestions for Local Time Requirements and Homework

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (§16-1-1 Code of Alabama).

Suggested Time Allotments for Grades 1 - 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

Subject Area	Grades 1-3	Grades 4-6
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily	10 minutes daily
Arts Education		
Dance Music Theatre Visual Arts	*Daily instruction with Arts specialists in each of the Arts disciplines is the most desirable schedule. However, schools unable to provide daily Arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute Arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for Arts instruction when Arts specialists are not available.*	

*Established by the State Department of Education in accordance with Ala. Code §16-40-1 (1975)

Kindergarten

In accordance with Alabama Administrative Code r. 290-050-010.01 (4) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part. This standard references the fact that kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

In accordance with Ala. Admin. Code r. 290-050-010.02, the official guide for program planning in kindergarten is *Alabama Kindergartens,* Bulletin 1987, No. 28. Criteria to be used in scheduling are listed on pages 45-46 of this guide. The full-day program should be organized utilizing large blocks of time for large group, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review.

Appendix B

Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is a vital component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and of the role it plays in meeting requirements of a course. Homework should be meaningful and used to reinforce classroom instruction. It should not place students and parents in a position of having to study skills that have not been introduced and practiced through classroom instruction. Furthermore, students and parents should not be burdened by excessive amounts of homework.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)

All homework should be directed toward the attainment of lifelong enjoyment and appreciation of social studies. At every level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate.

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